

Break

Tell it like it is

After picking up a BAFTA nomination for his series of tell-it-like-it-is documentaries on Radley, Richard Denton is now turning his attentions to a comprehensive, as he always promised. Filming is just about to start at Kingswood School, Corby, which was picked from over 100 schools that answered an advertisement in the *Radio Times* in January.

The highly acclaimed series on Radley, which aimed to show everyday life in a public school, was subject to some sniping from those who saw it as an expensive puff for the public school

system. The BBC should have been doing one on a normal comprehensive, it was said. Now, after a year of languishing at the bottom of a list of priorities, the idea has been revived. Over recent months Denton and his research team have visited dozens of schools, trying to find one that was as nearly typical as possible. Inner city and rural schools were out, and very bad reputations. In the end the choice was down to a school in Coventry, and the winner in Corby. Northamptonshire education committee have still to give the final go-ahead, but they are considering it today.

Brian Tyler, the head of Kingswood, is the man who will become as familiar as Dennis Silk of Radley when the series is broadcast in summer 1982. He says that they applied after a staff discussion, and subsequently agreed once both staff and pupils had had several meetings with Denton.

"We approve of what we do at the school, and we felt that if comprehensive schools were to be put on the line

we'd prefer it to be one we approved of." Apart from the fact that it is situated on the very edge of a town notorious for its unemployment, the school is as near as possible an Identikit comprehensive - a mixed 11 to 18 school, with 951 pupils drawn from an exactly representative selection of social classes. It was formerly a post-war purpose-built grammar school, which went comprehensive about 12 years ago. It has no immediate problem of falling rolls, but like most shire county schools it is short of capitulation.

Obviously it is a day school, (unlike Radley) so the cameras will be drawing their stories from the life of the school within the community as a whole. "We will not just be showing what goes on between 8.30am and 4.30pm," said Richard Denton. "We will be visiting the pupils' homes, local industry and the town."

For Richard Denton, it will be back to school again for at least another 20 weeks - a change from his last project, a series on dancing girls.

Bunny review

Can the Employment Secretary change Britain's industrial training structure without asking the bunny girls? His own officials think he can. But their colleagues at the Manpower Services Commission believe it too risky.

The commission is carrying out an urgent review of the industrial training arrangements for Mr Prior so that he can decide which training boards to abolish. Among the 2,000 organizations and firms they have consulted is the bunnies' house union, the Playboy staff association, which has been sent a questionnaire asking whether they favour statutory or voluntary training arrangements, and vocational preparation.

Among others sent the questionnaire are the Lawn Tennis Association, the Football League, and a body called the London Egg Exchange.

The exchange, which brings together the buyers and sellers of imported eggs, was an important commercial institution in 1890, when half Britain's egg cups were filled from abroad. But imports have since shrunk to a trickle, and the exchange now operates as an adjunct of the UK Provision Trade Federation. Its secretary, Mr Alan Chandler, was a little surprised to get copies of the questionnaire for each of the organizations.

The Manpower Services Commission does not pretend that it tried to select a rational or representative sample of organizations. A spokesman says that under the 1964 Industrial Training Act and the Employment and Training Act, 1973, it was legally obliged to seek the views of the organizations who were originally consulted over the setting up of the training boards.

The Department of Employment says that the commission has got it wrong. Boards would be closed down under the new legislation now on its way through Parliament.

Personal column

Ted Wragg Leadership qualities

Ever since I discovered that Adolf Hitler's teacher described him in his school report as showing no qualities of leadership, I have not been able to regard any human being's appraisal of one of his fellows as the last word.

Why the poor sap who penned that particular judgment preferred it to "satisfactory work and progress" or "Adolf's writing is much neater now" is beyond me. He must at this very moment be stoking the boiler down below to the end of time as retribution for this monumental bludge. I wonder if he whistles away the hours trying to persuade the Almighty that His judgment is equally suspect, and that he should be transferred up to the A stream and a better class of inmate.

There must have been millions of people through the ages who were persuaded too easily by their teachers, their parents or both that they had no talent in some particular field. I once interviewed the mother of a seven-year-old boy about her son's progress at maths. "He's no good, our John," his mum pronounced. "How do you know?" "Well it's obvious. His teacher says he's no good, and his dad agrees. He's an absolute duffer at sums, aren't you John?" Knowing which side his rice crisps were buttered on, John nodded. Seven-years-old and condemned by all the significant adults in your life.

Some people in positions of power persuade themselves that their insights are flawless. Swinshire's Councillor Agnes Headbanger is notorious for her autocratic chairmanship of appointing committees. At the summing up stage, distinguished candidates for headships are hoisted high over long on with an imperious "Not for Swinshire". Faint-hearted members cower under the seat until har favoured candidate is brought forth for coronation, yet no one would back her with real money to tell a rhinoceros from a hedgehog.

Considerable power is given to anyone who writes a report or a reference about another human being. I once knew a head who unintentionally put the jinx on staff with his inept references. He was well-meaning enough, but tended to use killer phrases like "He is quite active for his age" about a 45-year-old who thus seemed to be in the final stages of senile dementia, or "He has looked quite well since his illness" in a reference for a 30-year-old recent flu victim, who sounded as if he

was in the intensive care unit. On receipt of these references, heads did not even short-list them; they had urged to apply for jobs, to say to him I've applied for a job, may I give your name as the last death?

Conscious of the awesome power patronage many opt out of the proper judging business by resorting to euphemism. As someone used to make of black belt referees who read and heard meanings and find hidden meanings and denied to ordinary mortals.

One former colleague was dressing when I filed references, "Be honest", I would say, "probably a thinker". "Rubbish," he would say, "chaps smells". "What about this?" "Spent three years in Zambia" sounds encouraging, doing his bit for the Third World. "Nothing of sort, running away from some woman trouble, embezzlement, a drink problem."

The most effective knife between ribs I ever encountered was a referee which said simply, "The speed at which he goes down it at one past four."

Perhaps we should regard all evaluations of our fellows as frail and especially those about children. Human talent is too precious to be fractured by crass and premature judgments, and even convinced parents are supposed to be given a day to reform.

I was trying to work out why I vaguely guilty when listening to details of the recent DES curriculum paper. "All children should do English and English" thundered the tele-reporter, as if the nation were with fearless, no-good teachers being to outenance it, and insisting teaching outlast maintenance has to be obvious, preferably in fairly plain prose. The perfect innuendo. Brilliant.

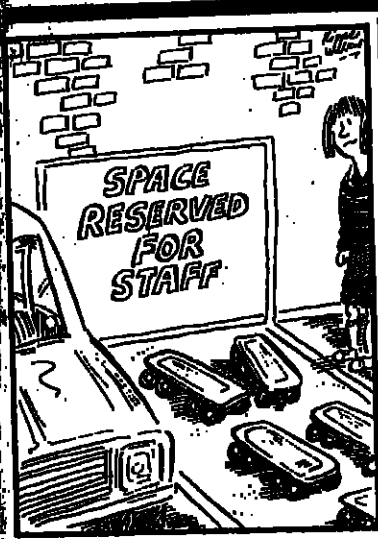
I wonder if the DHSS will let me sear exposing of the medical profession. After all I strongly believe in GPs should strive, wherever possible, to cure people, and that surgery should under no circumstances be scalps, hair driers or squash nets inside their patients.

Next I could do over the long using them to sail their ships on sea, and developing submarine carriers who fire torpedoes at their own aircraft carriers.

Finally, my appraisal of political will suggest they should be people employment, not quarantined union themselves. But we're starting to get silly now.

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Hop in a taxi union advises

by Richard Garner

Teachers are to be told they should no longer use their cars on school business after a breakdown in negotiations with employer over a plan for a nationally agreed mileage allowance.

The move is being considered by both the major teachers' unions - the National Union of Teachers and the Association of Schoolmasters' Union of Women Teachers - after they had been told a survey of local education authorities revealed mileage rates ranging from 2.5p to 18.2p and that the employers could not level up the payments.

Mr Nigel de Gruchy, assistant secretary of the NASUWT, said union officials would be meeting today to draw up guidelines urging members to use their cars if their authority did not pay the 18.2p a mile nationally agreed rate for local government Whitehall workers.

He added: "It could severely disrupt the internal workings of schools - especially those which are on split sites. They can employ mini-buses or taxi drivers or our members will simply walk and be late for lessons. It may be more costly."

Cuts to close some courses

by Bert Lodge

Some courses in polytechnics and colleges will close at the end of next term because Government cuts have forced down their standards below the level demanded by the body which validates them.

Dr Edwin Kerr, chief officer of the Council for National Academic Awards, said this week he had written to the 135 institutions whose degrees are validated by the council to know whether economies were being made without the standards falling below the standards acceptable for continued CNAA approval.

Dr Kerr said the 22 replies received so far indicated a mixed picture. "Some, hardly any cuts at all. Others are being cut very severely."

Gloom for trainees as secondary posts decline sharply

The Government's latest figures for the number of vacant teaching posts in secondary schools show a sharp decline compared with last year. The drop in vacancies in shortage subjects is particularly marked.

The figures, revealed in a survey of secondary school vacancies conducted by the Department of Education, spell a gloomy message for students training to be teachers and for teachers wanting to change their jobs or return to the profession in September.

They show that in January this year

Teaching styles don't matter so much

Re-working his earlier research results, Professor Neville Bennett has revised some conclusions of his best-selling 1976 study, *Teaching Styles and Pupil Progress*.

The controversial book, was published just prior to the great debate in a blaze of publicity in newspapers and on television. It concluded that, in the classrooms studied, what were classified as formal teaching styles produced better results in maths and English than informal ones. The statistical methods used were widely criticized at the time and several researchers, including Professor Bennett, have reworked the figures.

The data fail to confirm earlier differences between the two styles of teaching. On reanalysis, in fact, several

teachers were reassigned to different categories and virtually none of the differences between formal, informal and mixed styles are regarded now as even statistically significant; none is large enough to be regarded with much confidence as unlikely to occur by pure chance.

The figures are certainly of little educational significance. The differences between teachers in each category can be 20 points or more, whereas differences between groups are no more than two or three points.

Professor Bennett said this indicated the lack of importance of formal and informal as descriptions of teachers' styles. There were more important differences between good teachers and the not so good.

Schools search for music's legal loopholes

Teachers have been given notice of dismissal by a county which is following a High Court ruling that fees cannot be charged for musical instrument tuition. Other authorities are trying to find ways of making charges legal.

Many parents willing to pay for tuition

East Sussex county council, which announced this week that it was preparing to dismiss 18 musical instrument teachers, is looking at more than a dozen ways of charging for the service within the law. It hopes that by September a solution will have been found so that the staff - about half of the county's peripatetic music teachers - do not ultimately get the sack.

A music trust and contributions from parents, rather than set fees, are among the possibilities, and the £15 termly fee has been dropped.

The county's leaders have also lobbied their MPs to persuade Mr Mark Carlisle, the Education Secretary, to make a change in section 61 of the 1944 Education Act, which in the recent case of Hereford and Worcester, was deemed by a High Court judge to mean that charging for tuition in the school timetable was unlawful.

In Lincolnshire, where the county council was planning to increase its

charge from £12 a term to £15, letters were sent out this week to all parents whose children pay for music tuition, asking them if they would be prepared to make a voluntary donation to keep the service going.

Mr F. G. Richard, the county education officer, said: "Many parents have written to us expressing a willingness to pay to keep the service going."

Buckinghamshire has decided to stop charging for music tuition provided as part of the school day. But charges for the county's special Saturday morning music schools will continue. The county estimates that it will lose about £60,000 from the change but does not plan to stop the classes or sack staff.

Berkshire county council which has charged £8.50 per term for musical instrument tuition for the last year says its policy is now "in abeyance".

Children pay fees at the beginning of each term so lessons this term are

already paid for. The question of whether fees would be charged after Easter, was not determined yet. However an increase in charges which would have been imposed from this month has not gone through.

East Sussex is particularly disappointed that last week the education committee of the influential Association of County Councils decided that it would not press the government to change the law; its advice to its 47 member authorities is that they should consult their own legal advisers.

Mr Carlisle, Education Secretary, said in question time this week that he had no immediate plans to change the law. Local authorities would have to consider the judgment very carefully with their advisers. He reiterated his concern that the judgment would put music tuition at risk. Mr Hal Miller, an MP representing part of Hereford and Worcester, said the county felt that amending legislation was necessary.

This week

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Quentin Blake is now officially the children's favourite artist - as most grown-up reviewers have long suspected. His *Mister Magnolia* (Cape), published last year, Children's Book Groups. The humour and immediacy of his drawings are as clear in this book as usual. Here Mr Magnolia and friends encounter puddles/holes.

Holes or puddles?

What nicer beginning to this year's Spring conference season than to spend two pleasant and interesting days on the Sussex coast, discussing Research in Illustration at a meeting put on by Brighton Polytechnic's Department of Visual Communication? 120 delegates, drawn from book illustrators, researchers in visual perception and art college lecturers, decided to do just that last week.

Illustrators, according to the researchers, should know more about how their pictures are seen by an audience, especially where children are concerned. The fact, for example, that a small child thought the puddles drawn in Quentin Blake's latest picture book to be holes in the ground was just the type of feedback he could and should benefit from. Mr Blake, there to hear all this, sportingly agreed, but others insisted that once artists started worrying too much about whether this or that detail would always come across, all spontaneity and their would finally

dry up. Besides, only pictures designed for the most immediate understanding need to be that clear, and who - apart from students - would wish to hang a road-sign in their room as opposed to one of Quentin Blake's pictures?

On the other hand, illustrators and others pointed out that psychologists themselves do not always agree on exactly how we view pictures. Much will depend, for example, on reasons for looking at various illustrations. Inspecting a picture in order to guess how old the characters are within it, produces a markedly different set of eye movements from when the same picture is scrutinized for clues as to how the characters' figures appear to be. Apart from always starting at faces, therefore, viewers after that tend to scan pictures in a number of varied ways. But then, if everyone always reacted to pictures in the manner, there would be no need for conferences to discuss such questions.

concluded that the Tory-controlled council was seeking to kill two birds with one stone - a well-rounded figure out this year, and an end to the mixed ability tendency. It is certainly true that the mood of the ruling Tory group is that they should be paying for bias, not for the prevailing influence among Conservative councillors seems to be ignorance as much as any antipathy to trendy or progressive learning styles. One Conservative member of the education committee, Bob Smith, who is chairman of gov. errors at a school which uses the unit's materials, has spoken up energetically in its favour, while continuing to vote along with the Party caucus.

Spirits rose after lengthy speeches supporting the unit at the county council's budget debate on February 26, when John Rudderham, acting education chairman, told two meetings that he would be happy to "consider viable alternatives" for the unit's future, and an educational charity representative hopes that it might put in some money.

Hopes fell again when it became clear that neither Rudderham nor the officers were actually working on any viable alternative plans or considering Waterhouse's own. A meeting arranged with the charity ended in disappointment when they had to be

told that any financial help would have to be substantial enough to virtually keep the unit going for several years. Avon's education officers and advisory service, who continue to be "completely and utterly convinced in favour of the unit's value", according to one of them, and have defended it against threats since the DES grant ran out three years ago, felt that their hands were tied by committee decisions in spite of the acting chairman's talk of reconsideration. The frustration has been that all the support and economic suggestions have brought it so near and yet so far from safety.

Next week

Aristides

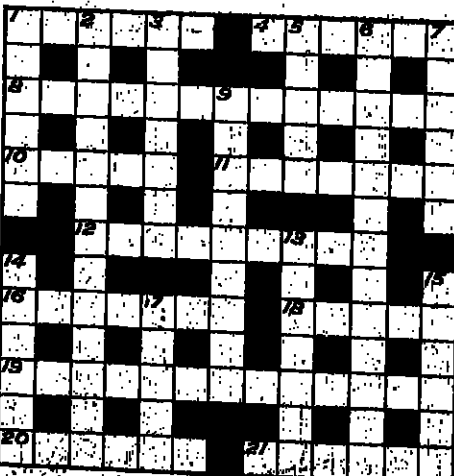
Talking heads: six head teachers give their reactions to "The School Curriculum" according to the DES.

Richard Bourne looks at the way British television treats Third World affairs.

Peter Ackroyd reviews Malcolm Muggeridge's diaries; Roger Stephens reviews some new books for the video.

Brian Geography

Crossword No 1,232



Across
1. Christopher Robin's adventures (6)
4. Seeking for angry oil (6)
8. They bring over older greetings (6,5)
10. Takes his bachelor's title (6)
11. Cause it is too (7)

Down
1. It's just someone else's public transport (6)
2. Delusion that we are old (5,3)
3. Describes a homely all dressed up (7)
5. Taken up for one who sets the speed (5)
6. The left answer can hardly turn away with such people (4,2,7)
7. The little creature's name (6)
9. What it always seemed to Tennyson's lover, even (9)
13. Cheaps one eternally (6)
14. Capable of taking off a service (6)
15. Clearly a high quality title (6)
17. At school, head was served in this (6)

Solution to puzzle no 1231
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4. Seeking for angry oil (6)
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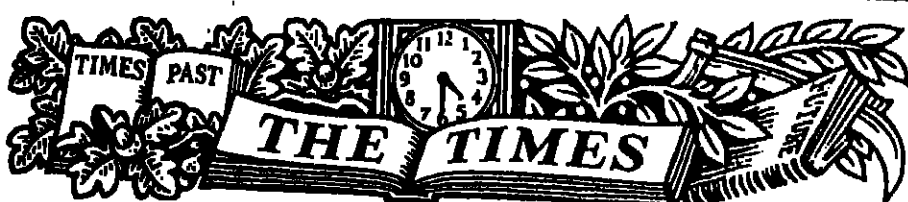
The Schools Council's working paper on *The Practical Curriculum* is a handbook of suggestions to schools on ways of approaching the curriculum review requested by the DES curriculum booklet. It starts with the advantage of talking to the schools as if they were staffed by sentient beings rather than stuffed dummies. It draws extensively on evidence from HMI surveys and Schools Council projects to give verisimilitude to its observations, and should be seen, essentially, as part of a larger attempt to get schools to reflect constructively on their tasks, and link the business of curriculum-making with that of the personal and professional development of the teaching staff. It has the elementary virtue of being about the improvement of every school's curricular offering, rather than the exercise of politicians' machismo. It is a crucial part of the education system's response to the Callaghan-Williams-Thatcher-Carlisle intervention: the domestication of the external threat and its diversion into manageable forms of professional development.

Like all these documents, *The Practical Curriculum* begins with a tiresome section on aims. If anything it is even more tiresome than most of its kind because it piles broad generalization on unexceptionable sentiment like Pelion on Ossa before slithering into a morass of "forms of knowledge" and "areas of experience".

The authors seem to recognize that this rhetoric is mainly for external consumption and that what matters comes later at the tricky stage when well-sounding aspirations have to be turned into immediate objectives for a year's work, or a plan for a single lesson. In a moment of candour towards the end they note that:

"In their most public form a school's aims are likely to be broad and general, like the six points we suggested on page 15. Such statements are appropriate as a basis for telling parents and governors about the school. But they are only the first step in helping teachers to decide what to teach."

It goes on to suggest that quite detailed and specific aims should be established at the level of each primary school class, to provide the objec-



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ties by which continuity and progression can be monitored – a restatement of the idea of management by objectives which the organization men perennially seek to wish on the schools. The monitoring of the curriculum and the assessment of learning take up the closing third of the booklet. The tone is humane but never wholly convincing. This is where the paper links up with the circular which the DES promise to send out when people have digested the Government's curriculum ukase. The Schools Council writes as if this monitoring should remain in the hands of teachers and schools governors, with i.e.a. advisors and HMIs in the background, though it clearly envisages the assessment phase involving more formal accountability to the local authority.

It is important to note, however, the order in which all this is presented in the Schools Council paper. The middle section of the document – the heart of it – is devoted to curriculum planning. All that follows about accountability should be read in relation to the hard work which schools

are urged to undertake in reviewing and refurbishing the school curriculum.

There is salutary advice about staffing – about the need to work within the limitations of what present staff can do, and do well. There is a discussion of the points raised in the HMIs primary survey about the deployment of teachers with posts of responsibility in primary schools and how to bring their influence to bear on class teaching by non-specialists. There is a realistic section on resources, particularly staffing resources in a time when pupil numbers are falling. Public discussion of the curriculum years for simple general statements but in reality each school is different – a different mix of staff and pupils, in circumstances which vary in important respects from one place to another. Good

THE TIMES EDUCATIONAL SUPPLEMENT

schooling takes place when the separate strengths, and weaknesses, which are present in a school.

In the light of this diversity of staff and resources, the Schools Council must result must mean unequal curricular offer to every pupil. "We believe it is time to agree a curricular offer to every pupil."

need to make such an offer each year, and its local authority, and what resources were required in circumstances of each school, in particular. Educational opportunity depends on the vagaries of local resources of children or other accidents.

This is the uncompromising curriculum-led staffing and resources which should have come across from the Government's paper but didn't. "We believe it is time to agree a curricular offer to every pupil."

son calls putting their house in order. 2.45pm with a lunch hour from 12.15 to 1.15pm. This was introduced six years ago after the local bus company refused to give cheap fares except in the very early morning.

Mr Kenneth Saxby, the head-teacher, said this week that the school would welcome a change. At present, only 200 pupils had lunch, and many ate sandwiches during the mid-morning break because they were hungry after such an early start.

The lunch hour then creates supervision problems, particularly because the school was isolated and school meals staff were difficult to attract.

As a result the short afternoon was rather ineffective. "Afternoon lessons are the least productive for most children," said Mr Saxby.

The proposed change, which was first mooted by Tideway's school governors, would mean an 8.15am start followed by four 35-minute lessons and a 20 minute break. Another four lessons would follow with a formal

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Regulations hit school timetable move Continental – style day meets difficulty

by Sarah Bayliss

A plan for a continental-style day in an East Sussex school, ending with lunch at 1.30 pm, has run into legal difficulties. Counsel has advised that in order to comply with regulations there must be a proper break between morning and afternoon school and that to comply with the 1980 Education Act there must be a free school meal available for those eligible during that midday break.

East Sussex education committee were considering a continental-style day for the Tideway School, a 1700-strong comprehensive on the Newhaven cliffs.

The school already has unusual hours starting at 8.15am and ending at 2.45pm with a lunch hour from 12.15 to 1.15pm. This was introduced six years ago after the local bus company refused to give cheap fares except in the very early morning.

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A multiple hug. Left to right: Michael Duane, Margaret Drabble, John Horder and Dr James Hemming.

Getting to grips with the arms race

If you're asked to hug your head, you might want to shake him warmly by the throat. If you hug the caretaker, he might want overtime. Throw your arms round a fifth former, and you'll be lucky to stay out of the magistrate's court.

Nevertheless, teachers were assured this week that "if there were more hugging there would be less mugging" and the staffroom and classroom are ideal for physical contact.

The hugging campaign was launched by such diverse characters as Michael Duane, former head of Riving Hill School, London, Mr James Hemming, educational psychologist and Margaret Drabble, novelist and adult education tutor. They were launching a book of poems on the India mystic Meher Baba by John Horder.

Dr Hemming said there was a taboo on tenderness in Britain. "Hugging only exists informally in schools. A teacher might put an arm round a child. It should happen more and between teachers too. They shouldn't be afraid of being physical."

Mr Duane said he saw the light when he visited A. S. Neill's school Summerhill and saw children sitting on the

laps of teachers. He said that on the whole teachers were against hugging because they were "locked into intellects", and added that research he had done showed that teachers were selected for jobs because they were conventional in dress and politics. "Basically they are middle class conformist nitwits. They are conventional and keep away from hugging."

Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers condemned the whole idea as dangerous nonsense. "Our standard advice to teachers is don't lay a finger on anyone," he said.

Education's best known adversaries are equally unwilling to give up their conflicts for Lent in exchange for a warm embrace. A spokesman for Terry Casey, NAS/UTW general secretary said there was "no way" it would hug the NUT supreme Fred Jarvis, adding "It's a physical impossibility of doubtful value anyway."

And a hug behind the Speaker's chair between Messrs. Kinnoch and Carlisle has also been ruled out of order.

Comment Warnock: minor but worthwhile improvements

A couple of modest gains can be chalked up from the Special Standing Committee stages of the Education Bill, which the DES drafters will now have to knock into shape before it goes back to the Commons.

Both of them echo rather more powerful proposals from the Warnock Report which the Bill is designed to implement legally. But the Bill originally left them out altogether, so at least we are one step forward after two steps backward.

Warnock had proposed that education departments should be responsible for providing the educational programmes in adult training centres. It was a difficult and contentious suggestion, since it is social services departments which run the ATCs provided to meet the needs of severely mentally handicapped adults, as well as young people from the age of 16, and it is notoriously difficult to get professionals from different disciplines, with different pay and conditions, to work together. The Warnock committee wanted to see both more direct education, and separate programmes for the younger people in the centres, but the Government clearly retreated from the pressures.

Now an amendment is to be drafted allowing for teachers to be made available to ATCs. Largely a cosmetic exercise, since this already happens in some areas, it will endorse existing best practice which is probably the most to be hoped for, short of complete reorganization to meet the needs of those over 16. Like the similar 1980 Education Act provision which allowed for teachers in day nurseries, it is a step – a very small step – which raises a little bit of hope.

The revival of the "named person" concept in another amendment, however, will be a more substantial change. Here again the form of words has yet to be settled, but it seems certain that i.e.a.s will be required to make arrangements for parents of handicapped children to have a person named as a regular contact for advice, particularly at the time when assessments of future needs are being made.

It will probably be left to the authority to decide who this should be – an official, a head teacher, or perhaps a member of a voluntary organization. It is a measure of the difficulty of choosing a suitable named person, who might in certain circumstances be called upon to dispute the decision of school or authority in the best interests of the child, that no definite proposals are currently being made. The Warnock Report suggested the health visitor, head teacher or specialist careers officer at different ages; all these choices had their critics, and Mrs Mary Warnock herself has had second thoughts.

New approach to primary science

"Science Horizons" is a primary science scheme developed in West Sussex to equip every primary teacher with enough knowledge and resources to start teaching the subject. It was conceived well before the HMI primary survey complained that science, which was taught in only 10 per cent of the schools surveyed, was treated superficially and in a way that did not match up to pupils' capabilities.

With commendable foresight, the county decided in 1976 that not only was science thin on the ground in primaries but also that existing primary science programmes did not hold the answer. Nuffield Junior Science and Science 5 to 13 were found to be unsuitable for the majority of primary teachers with little knowledge of science and even less confidence in the subject.

The "comprehensive materials" developed in West Sussex to bridge this gap, which have now found a national publisher in Macmillan, pre-approach both the scientific content and the way to provide enough guidance and confidence to non-scientists and to ensure continuity with later science courses.

This is a radical departure from accepted wisdom. West Sussex is not alone among local authorities in wishing to see more primary

science work. But other authorities have tended to put their efforts into intensive in-service work aimed at developing a selected cadre of teachers who would in turn encourage further school-based developments.

That indirect long-term approach tacitly accepts the absence of science in some primary classes for many years to come. It assumes that primary science can only be truly successful where teachers have undergone the necessary professional development.

West Sussex's more instant variety on the other hand ensures some science can be available in virtually all primary schools immediately. As always, the real proof of the pudding is in the eating. Only time will tell whether it is fair to juxtapose these two approaches as quality versus quantity – whether teachers in West Sussex build on the foundations provided by Horizons or simply use them as an unvarying recipe.

This dilemma is a timely illustration of the kind of thing that is likely to arise when local authorities, as they are bidden in recent Department of Education and Science documents, set out to devise curriculum policies for all their schools. Any large i.e.a.s should be able to muster the resources for a curriculum development project, and involve its schools (as West Sussex has) closely in the process of development.

Mr Terry Casey bows out

The impending resignation of Mr Terry Casey, the general secretary of the National Association of Schoolmasters/Union of Women Teachers, will remove one of the more colourful figures from the contemporary stage of teacher politics. A London head who became president of the NAS in 1982, he went on to serve as general secretary, retaining in that position when the association merged with the UWT in 1975.

Mr Casey is a man of many parts and more than one persona. In the sixties, he delighted in the role of gadfly and militant, fighting his membership battle with the NUT in a series of local, propaganda and there were times when the NAS/UWT adopted a studiously moderate pose. It is certainly not to impugn Mr Casey's sincerity to say that he always knew how to temper his emotional responses to his tactical approach.

In one respect, if in no other, Mr Casey resembles Dr Rhodes Boyson. Both are masters of the instant press statement. Rung up in the



middle of the night by an insistent reporter in their irritation long enough for a succession of memorable "rhinoceros" dilemmas. Mr Casey's successor will be expected to follow in his footsteps.

In the meantime, the NAS/UTW's steady flow of reports and leaflets on discipline with *Discipline or Disorder* and *A Disruptive Choice* (page 5). In the association's conviction that teachers continue to be allowed the option of punishment, it goes on to suggest that it be helpful to resort to requiring parents appear before tribunals of Government i.e.a.s. The idea is, perhaps wisely, abandoned.

The association clearly sees the need against corporal punishment, but without qualified approval, the increase in the withdrawal units for disruptive pupils discloses detention, which could be increased if corporal punishment is stopped. NAS is not impressed, drawing attention to the "demand which is made of detention, makes on teacher-union organization, enforcement and supervision of pupils who are forced to stay in."

On a more positive note, the NAS/UTW is planning a project relating to remedial work for children aged 10 and 11, "reshaping their attitudes to achieve particular" and to school education worthy of Mr Casey's own powers of persuasion.

No comment

"I also assist with a gym club after school post requires me to be very flexible," from an application for a teaching vacancy in a primary school in the Isle of Wight.

Climbdown on test methods

The controversial methods the Government's assessment of performance units have been using to compare national standards in English and maths are to be dropped.

The research is carried out by the National Foundation for Educational Research for the unit. To make comparisons from year to year on the basis of tests containing different questions, the foundation was using a statistical technique known as the Rasch model. This has been criticised by a number of statisticians but particularly by Professor Harvey Goldstein of the London Institute of Education.

Now the foundation and Professor Goldstein have issued a joint statement saying "it has now become clear that alternative approaches must be explored." The foundation has, in effect, admitted that the Rasch model will not work.

The NFER has asked Professor Goldstein to act as an adviser not only in the development of alternatives but in the foundation's whole research programme.

Two factors are thought to have contributed to the climbdown. First, the departure from the NFER of one of the main protagonists of the Rasch model, Dr Bruce Choppin. He recently took up a new post in America. Second, for some time the Department of Education has been uneasy about relying on the technique.

No loans

A loans scheme for students is desirable in principle but too expensive to implement at present, the Government is expected to announce next week. Cabinet ministers agreed last week that a mixed system of a flat-rate grant topped up by loans would be the best solution but could not be implemented without abolishing the parental contribution – at a cost of £100m. And extending the scheme to cover courses like physiotherapy and social work would cost a further £40m.

Borough treasurers warned of £300m grant clawback

Local authorities, which received their first instalment of block grant this week, have overclaimed on their total entitlement to grant for the new financial year. As a result Government will pay out £300m less in rate support grant in 1981-82 than local councils had asked for.

Last week the Department of the Environment wrote to all borough treasurers warning them of the 3 1/2 per cent clawback which will affect them all.

However, local government sources anticipate that when the further adjustment to grant is made before Parliament in November, Mr Michael Heseltine, the Environment Secretary, will ensure that "only certain" overspending councils bear the long term burden of clawback. The Minister has hinted that by the end of the financial year the £300m will have been taken from only those authorities spending above their grant related expenditure assessment (GRE).

Clawback has not come as a surprise and should not cause much difficulty for councils which have budgeted specially for it or which have large contingency funds. However, there are some authorities, notably some London boroughs, which have sailed very close to the wind in budgeting and, with little in reserve, could develop serious cash flow problems.

Mr Heseltine is also expected to take action in late May – after the county elections – on the volume target exercise. Many budgets could be affected by a further holdback of grant if they are not meeting the volume target of 5.6 per cent less than in 1978-79.

● The uncertainty of clawback, the re-organization of local government finance and inadequate cash limits were all blamed last week by the Rating and Valuation Association for average domestic rises of 19 per cent.

before the HMI report appeared. It consists of worksheets for pupils and copious background notes involved and the backup books and audio-visual aids.

It covers the six themes said to be most common in existing school courses: the earth, transport, weather, water, ourselves and the home. It specifies "precisely" what scientific knowledge is to be taught, as well as the scientific methods.

In this respect, it is said to be quite different to earlier primary science projects like the Schools Council Science 5 to 13 project or Nuffield.

Mr Jim Hudson, county science adviser and the man behind Horizons, said, "Science 5 to 13 is all right for the 5 per cent of teachers who can cope with it. We are catering for the 95 per cent who cannot."

"We make no excuses for this. We have gone against everything that professors by education and the Schools Council told us. Our teachers told us as you have got to give us everything."

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Platform

Bruce Gillham claims that HMI's excessive caution is putting a brake on experiment, evaluation and improvement in teacher training.

Tinkering with an old vehicle

If you had charge of a group of highly qualified graduate specialists how would you train them for the practical application and communication of what they know?

Would you favour the medical model, where a specially equipped hospital is staffed by highly qualified practitioners and auxiliaries and provides both theoretical and practical experience? Or would you incline to the educational model, where special institutions are established separately from the schools and staffed by people who are themselves no longer practitioners, but who are largely responsible for both the theoretical and practical aspects of the work?

Innovation in teacher education is notoriously difficult. On the other hand tinkering with tiny fragments is much easier and even renewal of aging sections of courses within existing structures is relatively easy to achieve. Beyond this, the scene is very bleak.

The development of new ideas beyond the existing framework, even in quite narrow areas, is fraught with difficulty. The greater the number of role, status and territorial boundaries which the innovators seem likely to cross, the more hostility they generate. Full scale innovation, development on the grand scale, involving reconsideration from a fundamentally different standpoint, is almost impossibly difficult.

In short, our system of teacher education is marked by much tinkering (shorten this, lengthen that), rather less renewal (throw this out and include that), little in the way of development (think beyond the constraints of this element of the structure and produce a new pattern) and an almost complete absence of innovative course design (let's start again from the very beginning). Under such circumstances, the last thing that the DES needs to do is to put the brakes on when the vehicle it maintains is already painfully stiff and binding dreadfully.

The recent HMI Discussion paper 'PGCE in the public sector' is a sober descriptive document which considers current provision very sensibly. In effect, it is a conservative look at the present state of the art. Yet it singles out the main area of development, as defined earlier, the growth of experience-based courses, for especially cautious treatment. It is conceded that this "seems to correspond with the perceptions and expectations of the principals" and that it serves to "sharpen a number of issues", but the balance of the report is unambiguously "not critical".

It manages to suggest that the school experience element frequently looks structure ("It is not enough to put students into schools and expect their training will happen"), that students are often unprepared for it, and that the individual characteristics of schools makes the whole enterprise unpredictable and inadequate. Moreover, it is claimed that the new collaborative role for tutors will require a substantial staff development. The implication that PGCE tutors are currently out of touch with schools and school teachers scarcely commends existing practice.

While the writers recognize that there is a natural benefit to be derived from school-college links, there is a firm line drawn between tutor and teacher roles. It is really true that "the roles of the teachers and tutors in the training process are not interchangeable"? Co-operative attitudes and mutual understanding can be greatly enhanced by interchange on some agreed basis. For example, the recent job-try-out department and a lecturer in the education department at the University of Bath was based on the establishment of good working relationships between the participants ("Better by half", *The TES* July 11, 1980). Yet such arrangements are exceptional despite much trumpeting of their virtues.



"The implication that PGCE tutors are currently out of touch with schools scarcely commends existing practice."

The writers of the discussion paper emphasize the time demands of school-based work on college staffing without recognizing that this problem is strongly related to the school-teacher college-trainer dichotomy which the discussion paper sees as unchallengeable.

It is a little disturbing that HMI would welcome a move away from "the bewildering variety of practice that exists towards a greater consensus". Paradoxically, they advocate elsewhere "the desirability of considerable flexibility in the PGCE course". It is disturbing because if there is such a move, then it will probably be based on no systematic evaluation of the alternatives. Improvements, when they do come, are more likely to stem from carefully monitored experimental approaches to training.

Such approaches are unlikely to flourish if there is not enough elasticity in the system to permit innovation. This cautious HMI paper has set back those developments which might be systematically used to refine our model of the training process for graduate teachers. We are members of a conservative profession and need encouragement to experiment and evaluate. It seems strange that the exercise of yet more caution should be advocated under such circumstances.

If the movement towards extended school experience is in difficulty, then it is related to a number of points of weakness in current thinking and procedures which are mirrored in the discussion paper.

1. The doctrine of gradualism.
2. The willingness to make pronouncements in the absence of systematic and rigorous evaluation.
3. The acceptance of a number of unchallengeable assumptions. Gradualism is clearly preferred by HMI to radicalism. Gradualism is, of course, sometimes represented as a "middle radicalism". It is a truism that one cannot achieve a revolution slowly. Consequently, the course favoured in this discussion paper, small scale changes across the whole area of postgraduate training, proceeding from a basic consensus, seems doomed as a strategy for change. Is it desirable that we should all agree on the characteristics of our imperceptible revolution? Its educationally productive sense, its limited radicalism would permit extremely radical change which is limited only in a geographical sense.

The limited radicalism which en-

courages small scale radical experimentation also offers us an escape from the lack of systematic evaluation which currently bedevils decision making. The confinement of existing patterns or the creation of new ones on the basis of systematic evaluation would constitute rational curriculum development.

The greatest barrier to change in the post-graduate teacher training is undoubtedly the existence of unchallengeable assumptions which leave little room for manoeuvre. A prime example has been the acceptance of weak, transitory relationships with schools as inevitable. The clear separation of teacher and tutor roles upheld in the discussion paper makes a genuine symbiotic relationship impossible. In the existing relationship, the teacher lacks credibility in terms of his theoretical grasp and the tutor in terms of his awareness of practical realities. The tension existing between professional knowledge and professional survival (theory and practice) is not inevitable, it is partly a consequence of the present dichotomization of teacher education. In effect the structure we currently support is hostile to theory/practice integration.

My main reason for writing so critically is that the discussion paper has had a sad effect on a proposal for a radical experimental form of post-graduate teacher training with which I have been associated. Not to put too fine a point on it; it has finally stopped it. I hasten to add that I have not responded solely in a state of pique; there is also a feeling of disquiet that there seems to be a lack of sincerity about what we claim to consider important.

There is agreement that we should judge educational alternatives systematically on the best quality of evidence. Yet the best evidence is not collected because we have not set up controlled experimental courses. A last straw compounding difficulties and undermining the will. The hurdles numerous, they are added to at a startling rate during the progress of the development. A nightmare, never ending Grand National.

The experimental school-based scheme which was to be operational by September 1983 at Newcastle Polytechnic was designed to involve about one-eighth of our annual intake, about one-eighth of our annual intake, would be based in one large school, the practice and theory of education, institution.

would be provided there. One education tutor would work full-time in the school, teaching children for a third of his time and be responsible for the post graduate students for the rest. Method tutors from the polytechnic and subject teacher within the school would design and operate courses jointly and the school-based tutor and the deputy responsible for curriculum would be jointly responsible for education theory. One full six-week practice would be spent in another school, but apart from this the graduates would be permanent members of the host school.

The considerable advantages which might accrue scarcely need to be pointed out:

1. The quality of school/polytechnic collaboration.
2. The unity of purpose which such a scheme would encourage.
3. The juxtaposition of theory and practice.
4. The greater possibility of flexible grouping and patterns of activity with children.
5. The range of functions and skills which might be learnt, the practical arts of creating teaching materials, developing the curriculum, collaborating and so on.
6. The pay-off for teachers in terms of job enrichment, professional development and relief from day-to-day pressure.
7. The pay-off for tutors in terms of more extended contact with teachers and especially with children.
8. Above all, the pay-off for students in terms of the quality, relevance and coherence of their training.

The systematic monitoring of such a scheme over a period of years would have enabled us to make rational decisions about how to proceed and modify. It may be that such a scheme would not deliver what it promised. This finding would be extremely valuable, the function of evaluation is after all to refine our judgement not to endorse our prejudices.

The important point is that we need to experiment in order to improve. The HMI Discussion paper *PGCE in the Public Sector* does not help the innovator.

The Newcastle scheme is dead and the sober presumption of HMI must bear some responsibility for this.

Bruce Gillham is Principal Lecturer in 'The School of Education Studies, Newcastle upon Tyne Polytechnic, but these are personal views, not those of his institution.

Exchange 'ill thought out gimmick'

by David Lister

Mrs Shirley Williams's idea of exchanging between the public and private sectors was described as "ill thought out gimmick" by Dr Boyson, junior education minister, in the House of Commons last week.

He told an audience of "out of hard pressed capitulation, or by servativeness that the suggestion of raising by parents or from local schemes which 'gave children the opportunity of the most superb independent schools in the country'."

He added that Mrs Williams' scheme was "a further illustration of the coffin of freedom of choice."

Dr Boyson was particularly scathing of the Social Democrats' end of the 16-plus exam. He said: "could have a disastrous effect on educational standards. It is that a good 16-plus external exam was the passport to the young people irrespective of background."

Dr Boyson concluded: "The better look at the educational authority of the Social Democrat party could be worse than that of the party."

Fears of less choice for parents

Parents may actually have less choice of school rather than more, says the Government. The union points to the Education Act which came into force according to a new book on choice of school.

The book, written by Felicity having all their own way comes at for the parents' pressure group school, making the teacher's job so says: "In the long run, we do not much harder."

"Sterner measures must be taken to support a parent's choice of school, over-riding a pupil's non-cooperation with teachers policy intended to benefit the school and improving their space and standards."

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In-service training delay main obstacle to microelectronics programme target

Setback for school computer hopes

The Government is unlikely to meet its target of a microcomputer in every secondary school by the end of next year if it sticks to a list of conditions announced this week.

Under the Department of Industry's 'micros in schools' scheme, launched by the Prime Minister, Mrs Thatcher, on Monday, schools will be encouraged to buy one of two British-made computers by the DoI. But the rest will have to be found by the school itself - either by hard pressed capitulation, or by servativeness that the suggestion of raising by parents or from local schemes which 'gave children the opportunity of the most superb independent schools in the country'."

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Union badly behaved

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relevant in-service training. The Department of Education's own microelectronics education programme is to give priority to developing in-service training on a regional basis, according to the programme's strategy, also announced this week. But it seems unlikely that this will be far enough advanced to have offered courses to between 5,000 and 8,000 teachers by the end of 1982.

The two schemes, supposedly part of a united Government approach to information technology, are actually an uneasy compromise between rival philosophies. The DoI, under pressure from British computer manufacturers, has always believed that it is better to get the hardware into the schools and would be quite willing to give it away completely free if they were allowed to do so. Later this year they will be repeating a competition that will effectively hand out expensive machines to 100 schools. This direct approach avoids the bottleneck of local authority resistance.

The DES has always argued that proper curriculum development and teacher training was the essential first step if the hardware was not to be misused. The conditions imposed by the DoI are a nod in the direction of DES and local authority sensibilities.

The two computers on offer are the well-established Research Machines 380 Z (about £1,700) and the more limited Acorn (at about £300). The Acorn has been developed by the BBC and will form the basis of a television series on computer literacy to be broadcast in January 1982. First priority is to go to schools, including independent ones, that have not already got a computer.

Under the DES strategy, most of the £8 million remaining for 1981-84 will be distributed on a regional basis. A network of information centres serving groups of between four and eight local authorities are to be set up. These will exchange information and computer software with other centres and with schools in their region.

Regional in-service training centres will be organized this year as a priority, and most of the money for curriculum development will go to projects involving several local authorities.

Microelectronics Education Programme: The Strategy. Copies from The Publications Despatch Centre, DES, Honeyport Lane, Canons Park, Stanmore, Middx. Free.

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Tameside row over caning ban

Head teachers in Tameside are being urged to ignore a council decision to abolish corporal punishment in primary and secondary schools and phase it out in secondary schools on the grounds that it is illegal.

The National Association of Head Teachers has told its members that a letter sent to them forbidding them to use "even a slight tap" is unlawful and "should be treated as though it did not exist" if no agreement is reached between the organization and the council before May 11.

The NAHT has declared itself in dispute with Tameside on the grounds that the council decision was illegal because it was reached without first altering the articles of government of primary and secondary schools. The association adds that there was also inadequate consultation with heads or school governors and that the change amounts to a "unilateral variation of teachers' conditions of service".

Meanwhile, the Society of Teachers Opposed to Physical Punishment has attacked a move at Litherland High School in Sefton, where punishment records have been the subject of controversy for several months, to bring back the cane. Mr Eric Golley, the school's headmaster, has suggested in a document welcomed by staff that pupils should no longer be "slipped" and that the cane - which he originally abolished on coming to the school - should be reinstated and used more sparingly.

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people not to

The school trip: horror or holiday? TES writers sample three foreign journeys

s.s. Uganda

Nice cruise – shame about the pace

by Stephen Cohen

It could have been Friday the thirteenth. It wasn't, but it was just as bad. There we were, on a windswept Wednesday at Gatwick airport expecting to fly off to Venice for the start of a two-week tour aboard the famous s.s. Uganda—the educational cruise ship that has taken thousands of children to see the sites of ancient civilizations in the Mediterranean.

It was the thirteenth year that the ship had done this trip. Maybe that had something to do with Venice being closed. The Laker cattle planes could not land there because the air traffic controllers were on strike. Instead, we were going to Split in Yugoslavia. And down the drain went up to a year's preparation for nearly one thousand children.

The disappointment was clear on everyone's face.

We couldn't do much on Split. The ship's guides to the town which detailed the history, places of interest, restaurants and little hints and tidbits of information were locked away in the branch of Barclay's Bank on board. And the bank didn't open when we were in port.

Well, with that first bit of unfortunate news over, everyone soon forgot how disappointed they were at missing the gondolas and the palace of the Doges. There was the excitement of settling into the dormitories and finding out where the canteen was and what time the tuck shop opened. There was also the anticipation of getting to Crete. That was four nights away, so everyone had to settle down, get used to the ship's routine, attend lessons, and be prepared for more disappointments.

Before we got to Crete, a slip of paper arrived saying that a strike of public employees in Greece meant that the museum in Heraklion would be closed. Instead there would be a coach tour of the Crete countryside. They could have saved the paper. Force 8 and 9 winds kept us out of the harbour.

Back to the ship's library where the books on Greece. Sir Arthur Evans' monumental excavations and restoration of the Palace of Knossos remained still just a picture in a travel brochure.

The consolation was a cruise through the island of Santorini, the volcanic oddity where the crater is filled with sea and the rim is sparsely populated. Some consolation. The barometer fell even lower and we were in the middle of a force 10. When you went on deck, your ears began to sting. If you went below you felt ill.

In the shelter of the island, it became a little more bearable. And it was an impressive sight. The ship's deputy head gave a fascinating talk on the geology of the place and you could see the amazement in the children's faces when he talked of the black sand beaches.

We couldn't get down to the 'real port of call'—Rhodes. The harbour was closed because of the continuing bad weather.

Questions were being asked among the teachers and students. What had happened to the postcards put in the letter box with stamps bought on board and which were all due to have been landed in Crete? Would the Greek stamps be valid in Rhodes? I asked one of the crew and they said: "I'm not sure. I would be no dearer than a calculator. Small expense for the company to re-stamp them with Turkish stamps."

And when we were going to land, I saw a few hours short of a week since we had embarked on this voyage and not one foot had been set on terra firma. But, oh boy, Athens was magical. There was the when those feet did down that gang-plank you should have heard the whoops of delight.

Staid sixthformers with serious cameras and little flags at the bow of the ship. They looked down on the docks. Everybody brightened up. Here at last was what

For £270, plus pocket money, the students on board Uganda got a superbly-organized trip. Every evening seemed to have been prepared for buses which broke down were replaced by a following team of engineers or replaced by a relief coach; teachers were issued with notes on what and what not to do in the various ports of call; timetables were instantly rearranged when bad weather kept us from berthing.

Lectures on the countries to be visited varied from the average to the excellent although, at times, it seemed that too much was being packed into the short time available and that the approach was pitched at too high a level for many of the younger ones on board.

Leisure time at sea revolved around the aft deck with a teeth-chattering swimming pool, hockey pitch and indoor games area. Night-times saw a regular disco, the occasional live band, a fun-fair and a fancy dress competition.

Many children said they would have liked more time to visit the historic sites.

Another wrote in his ship's diary: "I had a high temperature and I was in the ship's hospital. I never got off the ship that evening to go to the bazaar."

For every carping comment though, there was a brighter moment. The parents who flew out to Crete to meet their daughter on her birthday never saw her, but there was an incredible surprise for another girl who was showered with carnations by her boyfriend who was waiting with his mother when she stepped off the gangplank.

They had paid to see (£270 a time for the children, nothing for the teachers, £600 for teachers' spouses, up to £1,000 for full-fare passengers).

And what sights. The ancient city of Ephesus, the Basilica of St John, the Temple of Diana. Here came St Paul and St John. The Virgin Mary is said to have died here.

Back on board that evening, the Captain played a good card. He was happy to tell everyone that, after talking to his bosses in London, the ship was going to divert course a little and call in at Rhodes on the way down to Alexandria. In Egypt. Everybody cheered. We could get the books back out of the library and maybe things weren't so bad after all. They were.

It was the bloody weather again. Rhodes was called off. Still, we all knew that the ship's company had done everything possible.

Alexandria was different. We saw that all right. We saw it first in the early evening when we docked in time for more tourist traps and then in the light of the street lamps at three in the morning. We had to be on the buses for the trip down the desert road to the Pyramids at Giza. It took three hours to make the journey there, three hours to get back and that left one hour to do the Pyramids.

For anyone who expected to catch the flavour of Egypt, there was a disappointment. Of course, one met Egyptians. But they were the ones who took the tourists, who can barter to five times thought about. A thousand camels at a guess; and who can convert currencies in a time it would be no dearer than a calculator. Small expense for the company to re-stamp them with Turkish stamps.

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Using a marble: A rubbing from an ancient carving at Ephesus, Turkey

Pupils paint their own

by Sarah Bayliss

"Officially, my boys have never seen a nude," said an art teacher on a recent trip to Holland, delighted that as well as art galleries and the atmosphere of a great European city, Amsterdam also offered life drawing classes to his A level students.

A three-day trip to Amsterdam for a study weekend was arranged for 80 sixth formers from nine schools in London and the home counties. Travel by coach and ferry, plus two nights in a four star hotel, cost each member of the party £55.

It was the last of 14 "out of season" study weekends for sixth formers initiated by Sovereign Education—an educational travel organization—with accommodation and subsidized travel provided by Grand Metropolitan Hotels. Lloyds Bank paid the mailing costs.

Once in Amsterdam, a guided tour of the Van Gogh collection at the modern Werksplaats Rijksmuseum collapsed when it was discovered that most of the paintings were on exhibition in Toronto, Canada. There were groans all round.

Most students sensibly visited the Stedelijk museum next door. At the same time, students could attend life drawing classes at a "walk-in workshop" set in the Van Gogh Museum, where ordinary people could go, pick up a pencil or brush and learn about art for themselves.

Three two-hour classes had been arranged. Few state schools do life drawing in A level art classes, because models are expensive and it is not generally on the syllabuses of public examinations. So this was a new experience.

"I was embarrassed at first, but after a few minutes I got stuck in. The teaching was very good," said a boy from St Joseph's College, Croydon.

One million pounds has been set aside this year for up to 1,200 pupils to take part in exchanges. But although there are long waiting lists for teachers eager to go to the USA or the Commonwealth, Europe is vastly under-subscribed. Mr. Max Delacour, an inspector at the French Ministry of Education, wants more pupils as well as teachers to apply for exchanges. French schools were longing to come to Britain but the



Learning the art of life drawing: Jackie Campbell (18) from St Helen's, Northwood, Middlesex, in a class at the fine arts workshop, Van Gogh Museum, Amsterdam.

scheme depended on a two-way enthusiasm.

Exchange trips are highly valued by many teachers. Delegates at a conference last week, organized by the Bureau, said they were an introduction to the "world outside". They brought text books to life and dispelled prejudice about "foreigners". Pupils were stimulated to learn a language and trips were much better than sitting in a monotonous, boring lesson.

Mr. Michael Lewis of Hind Leys College, Loughborough, said that travel, far from broadening the mind, could achieve nothing without careful planning. But, to impress colleagues of the trip's value, teachers tended to overload pupils with endless work-

Boulogne French without pupils

by Mark Jackson

Twenty-seven British teachers advisers watched detachedly in pavement cafés as their colleagues herded 2,000 pupils through a crowded streets of this boom in last week. They were pioneers in new concept of in-service training—school tours abroad with no pupils to teach.

This was the pilot group for a programme of weekend visits to Boulogne which will be offered to language specialists in the South of England this autumn. Visits will be run and subsidized by Thomas's son's, publisher of a new text course, and Schools Abroad, the operators. For around £20 a head teachers will get travel from London to Boulogne, a big seafood breakfast and lunch, and the chance to stock up with duty free goods.

The purpose is to help teachers prepare advance itineraries and projects for pupils who will subsequently cross the channel. The weekends will be offered through education authorities, some of whom paid for the teachers they sent on last week's pilot trip.

Most of the two days, in fact, are packed with seminars and guided tours, leaving few daylight hours for café sitting and shopping. It appeared to be the only general claim from the party.

The group protested to the chamber of commerce after seeing youngsters settling off itineraries among tourist crowds.

A chamber official admitted the town's police had failed to enforce a new law—no more than 100 complaints from British teachers prohibiting firecracker sales to children. She also said that flick back the rule of which is banned in Britain was displayed in shops.

About 12,000 youngsters are expected to visit Boulogne in schools as far away as York, attracted by cut-price cross-channel ferry fares. One group of 12-year-olds from a Birmingham comprehensive last week spent two successive nights travelling in order to have a day in France for £11. Their teacher said: "They think it's terrific. Most of them would never be able to get anywhere else."

Consequently, the teachers from the children was: "The best was sitting in the coach."

Mr. Ian Jones, head of Eborac primary school, near Cloughdale, said 32 pupils and he thought that in-depth study of a similar and English-speaking population would be within the grasp of his pupils.

He decided that Fair Isle would be suitable in terms of size, population and language, so he made up a party of 20 children from his own school, neighbouring fourth and fifth years raised £5,000, and they spent two weeks conducting the first major survey of the island.

Delegates agreed that week-long visits, including non-English teachers, should be equipped with useful literature.

School to work

Colleges could lose £30m from training structure change

Mark Jackson reports

Up to £30 million of revenue is at stake for Britain's further education colleges in the review of the industrial training boards being carried out for the Government. This is the amount that is paid to the colleges each year for training funded by the 24 boards.

Most of the money comes from grants made to employers for first-year training off the job.

Nobody knows how much of this training will continue if the Government goes ahead with its declared intention of replacing the statutory boards by voluntary arrangements wherever possible.

The three biggest boards between them provide about £30 million a year. Of these, the construction industry board, spending £8.5 million a year is regarded as more or less safe because the industry's employer organization are demanding its continuance. The engineering board, spending £15 million, will probably survive too, in spite of criticisms from some employers' organizations and some of the giant engineering concerns, because its abolition would cause too many problems. But the third board, which covers the road transport industry, is considered very much at risk, in spite of—or perhaps because of—its success in establishing effective training schemes and pioneering developments in apprenticeship. The road transport board, which trains heavy goods drivers and garage staff, pays colleges about £6 million a year.

The review of the training board structure will be completed in June, by which time the Government should have ready for use the powers to abolish boards which are contained in the Employment and Training Bill before Parliament.

This week, Manpower Services Commission computers were processing the replies to the questionnaire on industry training arrangements sent to 2,000 employers' bodies, trade unions, and other organizations. The officials running its inquiry have realized, however, that the computer analysis will be of limited value in establishing the real weight of opinion, because the organizations who have supplied their views vary so much in importance, and relevance—some involve workforces of a few hundred, and others many hundred thousand and there is also a great deal of overlap and duplication in the exercise.

As a result, the officials are being forced back to a painstaking consideration of each individual set of comments, which will take at least another month to digest and summarize. The impressions that are emerging so far are that while the unions are strongly committed to preserving the present arrangements and in many cases to extending them, the employers are split.

Many employers want their boards to stay in existence without the power

to levy contributions, but a substantial group want the reverse: a voluntary training organization of some other kind with a statutory obligation on all employers to contribute towards training.

There is evidence that a lot of firms are worried that if training is left entirely to employers to arrange there will be no way either of getting Government money to help pay for it or of ensuring that everyone coughs up a fair share of the cost.

The review report will go to the Manpower Services Commissioners for approval before it is formally passed to the Employment Secretary. It is likely to set out what the officials feel are sensible criteria for deciding whether a statutory board is necessary, and then list those boards which meet the criteria.

The commissioners usually reject reports unless they can agree to them unanimously, and in this case it is virtually certain that the three who represent the TUC will refuse its consent. Last year the commission established a precedent by issuing its review of the 1973 Employment and Training Act with notes of reservation. The objections in this case are likely to be to the main recommendations, the commission is unlikely to take a similar way out. What it may do is to note the report formally and send it onto the Government without its approval.

Youth unemployment expected to pass million mark in summer

More than one million teenagers are likely to be looking for work this summer, the Institute of Careers Officers estimated this week. And they warned that with vacancies down now to a fifth of those last year, youth unemployment will soar beyond anything so far predicted.

But the full extent of leaver unemployment may be masked as a result of the new rules which deny supplementary benefit to summer term leavers until September, alleges the National Association of Teachers in Further and Higher Education. Mr. Mick Farley, assistant general secretary, said on Monday that the lack of entitlement to benefit would mean that many youngsters would not register as unemployed, particularly since it often involved expensive travel to careers offices. Mr. Farley estimated that the figure for the official unemployment rate by more than 10,000 this summer.

Mr. Ray Huist, the Institute of Careers Officers' secretary, confirmed that the careers service had been told to remove youngsters from the list if they did not register for two weeks or more. In any case, he said, they could not be paid the cost of travelling to job interviews if they were not getting supplementary benefit.

The Association of County Councils has joined the growing number of bodies, which include the teacher unions, who are urging the Government to restore immediate benefit entitlement to leavers. They say there is now clear evidence that pupils are leaving at Easter this year to qualify earlier for benefit.

The Government is waiting for entry figures from the examination boards to see whether the new rule is really inducing youngsters to leave prematurely.

Department of Health and Social Service officials are surprised at what they regard as unduly belated indignation over the new rule. They point out that there was virtually no objection from the education sector when the proposal was set out by the last



Mr. Mick Farley—many youngsters would not register

Searching questions about the young

The most detailed survey ever undertaken into youth provision in England began this week. More than 500 local authorities and voluntary organizations were asked to say exactly what they do for young people and how they do it.

The questions came from the Thompson committee set up by the Department of Education, which is trying to establish an overall picture of the needs of young people and how effectively they are met by all the agencies concerned with them including the education and employment services. Their 50 item questionnaire, which went to teacher organizations as well as the authorities, is the first step in the inquiry.

It asks for details of activities ranging from youth competitions and holidays to work preparation and political education and puts searching questions about the machinery for deciding policies, financing them, and carrying them out.

Local authorities are asked what they give to young people in these matters, and what contacts their youth services have with others concerned like the schools and colleges, the careers service, social workers, and the police at various levels.

The authorities are also asked to provide detailed information about the use made for their facilities by youngsters in special arrangements for girls and for each age group, and of arrangements for ethnic minorities, the unemployed, the homeless, and the disabled.

Voluntary organizations are asked similar questions; and also to say whether they think there are any groups of youngsters neglected by the present arrangements.

A shorter questionnaire, which has been sent to youth councils and other bodies representing young people seeks to establish how effective they are in involving youngsters in decision making, and how such participation could be increased.

FE principals teach for 2% of their time

by David Lister

Further education college principals spend only 2 per cent of their time teaching, according to a survey of colleges in every local authority in England and Wales.

Principals in 401 colleges were asked to show their time allocation in a week of their own choosing. Over a third of the week was spent attending meetings. Nearly another third was spent reading and writing on college business, almost a quarter on interviewing and just 2 per cent on teaching.

The survey was part of a research project on the selection, training and evaluation of college principals at non-advanced further education, reported in the current issue of Lancaster University's education policy bulletin.

The research also showed that the people selected as principals generally had taught in FE and had had experience as vice principal or head of department. "It is noteworthy", the report says, "that having worked in industry or commerce was not seen to be of major importance."

The principals questioned in the research stressed the need for formal courses in FE management and for "sound induction programmes". Only a few had been given any form of induction, though the courses at the FE staff college at Coombe Lodge were used extensively.

Principals were largely against outside evaluation of their performance. "Principals tended to doubt whether it was possible or desirable for i.e.a. officers to evaluate the performance of principals, since it was claimed that some senior officers of i.e.a.s. had insufficient knowledge of further education for the purpose," the report says.

The research carried out by Mr. Norman Pyle, who is working at Lancaster's Institute for research and development in post compulsory education, also looked at the amount of time principals would spend in their post. Of the 401, at least 106 could be principals for 30 years or more, and over 300 for at least 15 years.

Inconsiderate adult students make schools hard to share

Sharing a school, like sharing a house, is easier in theory than in practice, according to a report published last week by the government-funded Advisory Council for Adult and Continuing Education.

According to the report, school teachers told of adult classes damaging equipment in gymnasiums, fusing power systems or spoiling children's rooms, while adult education staff say they are the last to know about decisions made affecting the premises, and adult students say some school teachers make them feel unwelcome.

ACACE calls on local authorities to draw up a clear code of acceptable practice to minimize the potential for misunderstanding and conflict.

The central recommendations in the report *Protecting the Future* for

Adult Education include: a minimum threshold commitment to adult general education by which government and i.e.a.s. can judge their provision; an adequate number of staff, not less than one full-time appointment for every 30,000 adults in a local authority area; provision of suitable accommodation, free of cost for bona fide educational programmes; training of staff and a clear public statement by the government of its policies for adult education.

• The person actually responsible for organizing adult education in a community college should have a title, status and pay equal to that of the second tier of school staff, says a booklet from the college lecturers' union NATEL. The booklet contains discussion papers on community education and community colleges.

Just luck whether parents of handicapped get help

The special education Bill has just completed its committee stage after 12 sittings, with the Government accepting three new clauses.

But Dr. Rhodes Boyson, junior education minister, declined to accept a proposal from Mr. John Hannan, Conservative MP for Exeter, to set up a national advisory committee as recommended in the Warnock report on which the Bill is largely based.

Instead, Dr. Boyson proposed to call a conference of representatives of voluntary organizations, experts in special education, HMIs and officials from his department, to discuss how a voluntary body could be set up.

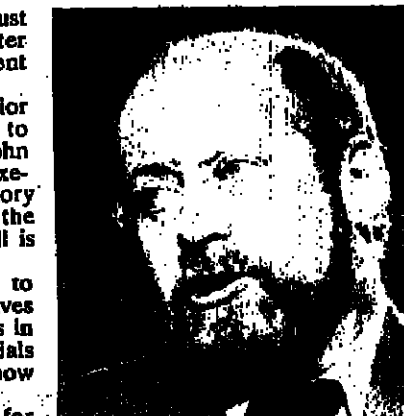
He said the time was not right for the Government to set up such a body, but if the education secretary wished to do so in the future he already had the power.

Dr. Boyson agreed to a proposal from Mr. Clement Freud, Liberal MP for Ely, that parents should be informed by the health service of organizations which can help with their child's particular handicap as soon as it is born.

Mr. Freud said at present it was a matter of luck whether parents got help or not. This clause would do much to abate anguish: the sooner parents could be taken from cold, overworked medics to the warm caring support of voluntary organizations, the better it would be.

The Government also agreed that health authorities should, like with parents and education authorities to advise them of the child's handicap before he reaches school age.

The educational content of adult training centres for the severely mentally handicapped will be strengthened by the new Bill. Dr. Boyson accepted Labour's proposal that edu-



Mr. Clement Freud—matter of luck whether parents get help or not.

cation authorities could offer the services of a teacher to the centres which are run by social service departments.

The Opposition failed to outlaw corporal punishment for handicapped children. Dr. Boyson said the matter should be left to the judgment of teachers.

Mr. William van Straubenzee, Conservative MP for Wokingham, said he did not want to acquire the reputation of being a flagger—"I'm a kindly old man, really"—but he thought the proposal would make life even more intolerable for teachers if there was one law for those with special educational needs and one for the non-handicapped child.

The Bill will move next to the Report stage, probably in May, when the Opposition will still be pressing for some financial commitment from the Government to see that the Bill can be implemented effectively.

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United States/Clive Cookson

School newspaper refuses to reveal source of 'Candy Man' drug scoop

High school journalism is a serious business in the United States, and so is the freedom of the press. A school magazine will protect its freedom just as fiercely as a big city newspaper.

Therefore the *Tattler*, the student paper at Millville Senior High School in New Jersey, is acting in the best traditions of the American press when it refuses to divulge the identity of a drug dealer interviewed on its front page last month.

The story, written by an anonymous pupil, described how the pusher, identified only as "Candy Man" sold a wide range of drugs - "pot, speed, ludes (quaaludes), black beauties... most anything" - to schoolchildren in the city of Millville. He was quoted as saying that even fourth-graders (10-year-olds) bought his "candy".

After the article appeared, the local county prosecutor brought the school head and the teacher adviser to the *Tattler* before a grand jury. They were asked to name the pupil who wrote the interview, so that the authorities could find out from him or her the identity of Candy Man. The head, Larry Miller,

said he did not know which student had interviewed the pusher. The adviser, English teacher Jack Lee, did know, but refused to divulge the information.

Then the prosecutor, Kenneth Pagliugli, obtained an order for the two men to appear before Cumberland County Superior Court. There Judge Philip Grieco told Mr Pagliugli that the county authorities should spend a week trying to find Candy Man by conventional methods, including interviews with pupils at Millville High.

But, the judge said, if the investigation failed, he would order Mr Lee to name his student reporter. At the time of writing, the outcome of the search was not yet known. Mr Lee said he would go to jail rather than identify the student, who had promised Candy Man anonymity and feared reprisals if he were exposed.

The school board is standing behind Mr Lee. Local education officials had approved the publication of the Candy Man interview, as a way of alerting pupils, parents and the local community to the drug problem; they said it appeared to have produced at least a

temporary reduction in teenage use in Millville, because pupils, frightened off by the publicity, had stopped using drugs.

The lawyer representing the school board tried unsuccessfully to persuade Judge Grieco to order the school to reveal the identity of the student who was protected by the United States Constitution's First Amendment, which courts have interpreted to give the right not to reveal sources.

In addition New Jersey law press "shield law" which guarantees the anonymity of the sources. But the judge said only applied to papers which at least once a week, had circulation and were registered Post Office - the *Tattler* failed tests.

However editorial writers up papers have to be in defiance. *The New York Times* if Mr Pagliugli failed to find Candy Man in a week, the paper should inquire why police prosecutors need a teenage law track down someone who sells schoolchildren.

Australia

Survey shows high graduate employability

University graduates continue to be among the most successful at getting jobs in Australia, according to a survey of university and college graduates released last week.

Only 7 per cent of those who graduated with a first degree from a university in 1979 were still looking for full-time employment in April 1980 when the survey was taken. This compares with nearly 16 per cent of

graduates with degrees or diplomas from colleges of advance education who were seeking full-time jobs.

Although there was a general improvement in job opportunities for graduates in 1980 compared with 1979, there appears to have been a significant worsening since 1975. For example, the proportion of university graduates going into teaching fell by a third to a

little under 10 per cent between 1975 and 1980.

Between 1975 and 1979 the proportion of college graduates taking up jobs in the public sector fell by 25 per cent, the government and private sectors combined for college graduates in 1975 and 1980, although there was an upturn on the previous year.

International/Michael Withers

Tomorrow's adults must know about energy

Teaching about energy and the environment needs a major rethink if pupils are to be equipped for the crucial decisions their generation will have to make in the future.

At present many children in Europe have a poor knowledge of environmental matters and are ill-equipped to be good future citizens in this respect.

Many speakers at a recent international seminar on energy and environment teaching, organized in Monte Carlo by the International Council of Associations for Science Education (ICASE), agreed that a major problem was the compartmentalized nature of learning in schools.

Energy and environmental issues both demand an interdisciplinary approach.

Other difficulties faced are those of finding time on the timetable for new subject areas, and ensuring the status of new courses.

Speakers agreed that teaching about energy issues should begin as early as possible, and that "little and often" was the best approach to the subjects.

Teachers need to be willing to tackle controversial subjects when they arise, and to make pupils aware that scientific decisions may involve political or ethical elements.

To this end teachers should try to instil an ability to question the facts they are given and to recognize hidden assumptions.

However, different education systems within the European Economic Community make it difficult for any international approach to the subjects of energy and environment to be formulated.

Soviet Union/Kenneth Shaw

Students to be taught grenades throwing and marksmanship

Secondary school teachers in the Soviet Union have received a strong reminder that all students must be prepared to join the armed forces and defend their country and socialism.

A detailed leading article in the educational journal *Sovetskaya Pedagogika* looks at new measures to foster such attitudes. Soldier-instructors are to spend more time in schools supervising weapon classes, sports and war games and helping children "to acquire the habits of marksmanship, throwing grenades and military field work".

Serving soldiers are to continue to forge close links with schools and to tell 16- and 17-year-olds about life in the services, and teachers must set up soldiers as examples of discipline and honour.

The author of the article, Dr Yu. V.

Reutov, of the Kulbyga Engineering Academy, looks at how level of confidence of officers and which theorists from the army and civil met in Moscow last year examined how best to prepare youngsters for war.

The conference heard that the tasks of shaping young pupils, with weapons in their hands, to defend the Fatherland and by the need to link organic, heroic-patriotic education of people with the early preparation service in the ranks of the army.

The armed forces not only train youth to defend their country, but also prepare them to build a new world, Dr Reutov said. This is unlike the work of the army and imperialist armed forces, which consist of cold-blooded, plunder and ravishment.

China/Zhao Jui-Ling

7,500 have 'moral diseases'

China now has more than seven and a half thousand pupils in 102 reform schools known as "special schools to cure moral diseases".

Most students are there because they have committed petty crimes such as street robberies or attacks on teachers and fellow pupils. They are given a two-year course of education, vocational training and part-time manual work. They board at the schools but go home on Sundays.

Increased juvenile delinquency is attributed to the Cultural Revolution of 1966 to 1976. In the past three years Shanghai's 25 juvenile reform schools have enrolled 3,500 students.

But more than 1,000 of these have been allowed to leave after showing improved behaviour, and 200 of these have found jobs or training places.

Surveys have shown that most of the pupils who leave reform school show improved behaviour, and individual changes of heart are cited publicly as examples of this.

Dong Jingzhi was sent to an Ouyang District Juvenile School, Peking, for aggressive antisocial behaviour. Now known as a good student, member of the Young Pioneer League, and has taken part in putting and hand grenade throwing.

However there are many in China who are suspicious of school inmates, and who are not being given jobs or training places.

Recently a conference was held by the Education Ministry, the work of juvenile reform schools and to try and iron out such suspicions, and to put the work of the schools back to crime.

The Deputy Minister of Education, Dong Cunxun, chaired the 80 school heads and representatives of youth, education and crime organizations.

THE TIMES EDUCATIONAL SUPPLEMENT 10.4.81



Finding the not-so-good life

NASSAU: Palm trees, sunny beaches and aquamarine seas. The vision lures more than a million visitors to the Bahamas annually. But for scores of expatriate teachers willing to risk security for the fantasy of island living, the reality can be a rude awakening.

Teaching in the "Family Islands" - a government euphemism for the 30 small, largely remote territories scattered hundreds of miles from the capital city of Nassau - means grappling with substandard housing, run-down schools, an acute shortage of teachers and teaching materials and the culture shock of living in a narrow and isolated island community light years removed from the city environment to which most expatriate teachers are accustomed.

"You send a young metropolitan sophisticate into this type of situation and it's not going to be easy to adjust," observed Mrs Leonard Archer, secretary of the Bahamas Union of Teachers (BUT). "The villagers don't understand his background and this causes problems."

Foreign teachers, largely from the United Kingdom and Canada, comprise the majority of high school staff in "Family Islands" schools.

One reason is the reluctance of Bahamians to accept such "hardship" posts. Many prefer to resign rather than move to an Out Island, as those islands are more commonly known.

Another is the rapid development of secondary education in the islands and the requirement by the Ministry of Education that these schools be staffed by degreed teachers.

France/Jane Jessel

Work experience scheme a qualified success

PARIS: The French experiment of including practical workplace experience as part of technical secondary school courses is a qualified success, to judge from the first year's results which have just been published (7ES, February 15).

More than 30,000 schoolchildren aged 15 or over, from more than 300 French technical schools, took part in the work experience scheme during the school year which ended last summer, and according to the Education Minister, M. Christian Beullac, the number should double this year.

A former Minister of Employment, M. Beullac introduced the scheme, following agreement with teachers' unions and employers' representatives in 1979, to "open up the school to the world of work", to ease the transition from school to work, and to provide a professional qualification for the estimated 100,000 young people who annually leave school without one.

The 5.2 per cent of technical school pupils who took part in the scheme last year each spent on average between 10 and 19 days with a firm in the charge of a qualified worker, but under teacher supervision. Most of them - 58 per cent - were studying for a three-year qualification, the *Certificat d'Aptitude Professionnelle* (CAP). Occupations they studied included general mechanics, the hotel and clothing trades and secretarial work.

Nearly all the 14,799 businesses which received them were small to medium-sized. Eighty three per cent had fewer than 10 employees, and 13 per cent had between 10 and 49.

Those pupils consulted on the worth of the scheme thought it useful, as it enabled them to put into practice what they were learning. But some wished they had more understanding of how the businesses functioned, for instance in their general organization and the role of the unions.

Pupils who had last year protested that the scheme would exploit them, as they would have no union representation or remuneration, now, apparently recognized they were not being used to break strikes or to devalue the work of apprentices.

Teachers generally thought the experiment helpful for their pupils, though some complained that the work sessions interrupted their courses.

Letters received recently by both The Times Educational Supplement and the National Union of Teachers reveal that life for British teachers in the Bahamas can be very far from idyllic. One teacher claims not to have been paid since before Christmas. And anti-British posters appeared at one school during a recent teachers' strike. The many problems now facing some expatriate teachers appear to stem from a mixture of administrative inefficiency, poor working conditions and an atmosphere of unrest springing from strike action by the Bahamas Union of Teachers. Nicki Kelly looks at what it can mean to be an expatriate teacher working in the Bahamas today.

To September 1980. Nine are expatriates. Several of these are now asking to be transferred "because of local pressure".

A three-week strike by the BUT in January for better pay and working conditions has exacerbated difficulties facing foreign teachers, most of whom sympathized with the union.

Their refusal to cross picket lines cost them the better part of a month's salary and added to existing tensions in Out Island communities. And the tendency of some expatriates to be outspokenly critical of the Government has exposed them to further criticism.

The problems facing Bahamian education are the result of a long-term commitment by the present Progressive Liberal Party Government to mass education.

This year's £28m education budget is the largest on record and, as in previous years, exceeds that of any other ministry.

Nonetheless the result over the past 14 years has been a chronic shortage of teachers, jerry-built schools, illiterate students and the extension of a centralized authority that suffers from extreme inefficiency and mismanagement.

The BUT, which has been fighting for years to have education decentralized, has described the Ministry of Education as "an overgrown bureaucracy out of control and out of touch with educational realities".

"Unless the bureaucracy is dismantled the education system is not likely to improve," the union has warned.

Linking with the inter-personal conflicts that often arise, these problems have contributed to a rapid turnover of expatriate staff.

At the South Andros High School in Kono's Bay, the Prime Minister Mr. Lynden Pindling's constituency, only two of the 11 teachers were there prior

to the September 1980. Nine are expatriates. Several of these are now asking to be transferred "because of local pressure".

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India/A.S. Abraham

Satellite schooling for villagers

BOMBAY: Indian villagers have so far responded poorly to attempts to bring them basic education. Now the Government is to develop a £3m education television network, in the hope that this will encourage villagers to take up available educational opportunities.

Eight hundred educational television specialists are to be trained at six regional centres based in universities around the country. Eighty programmes in different languages, each about 20 minutes long, are planned for the first stage of the scheme.

With India planning to launch its own communications satellite in the near future, the ETV training project is

seen as an important step towards preparing staff on the ground able to use such expensive and sophisticated technology to maximum rural benefit.

The Centre for Educational Technology (CET), part of the National Council of Educational Research and Technology, will carry out the training programme.

CET, set up in 1974 with funds from Unesco and from the United Nations Development Programme, will be helped by Indian television and by the government-run film institute at Pune in western India.

To date CET has made 29 documentaries and cartoons on various educational subjects.

West Germany/Wellington Long

Teacher jobless double the national average

BONN: The number of unemployed teachers in West Germany is rising more than twice as fast as the overall rate of unemployment, according to national statistics gathered by the Federal Employment Institute in Nuremberg.

The institute, to which the country's 150 labour exchanges report, has just released its annual analysis of unemployment.

This shows that at the end of last September 8,500 teachers had registered as unemployed, an increase of 26.2 per cent since September 1979.

The overall increase of unemployment for the same period was 11.7 per cent, while the number of unemployed graduates rose by 17.5 per cent.

But Herr Erich Frister, chairman of the Teaching and Sciences Labour Union (GEW), said he believes the number of trained teachers out of work may be twice as high.

Herr Frister said he suspects that several thousand young teachers who have just finished their training but not yet held a teaching job failed to register with the labour exchanges because they knew that, as they had never been employed, they could not draw unemployment compensation.

The number of teachers working has risen steadily from about 505,000 in

1975 to about 585,000 at the start of this school year.

The number of teachers out of work reflects the drop in pupil numbers in the primary schools. But the "baby boom" children of 1959-69 are now swelling the rolls of the universities and the technical colleges.

As a result, 43 per cent of the teachers registered as unemployed are primary school teachers, while only 2.6 per cent are university or technical college teachers.

A year ago finance ministers of the state governments considered reducing the primary and secondary school teaching staffs by about 20,000 nationally, relative to the drop in pupil numbers.

Teacher unions resisted the move, saying that staff should be increased, rather than decreased to cope with new difficulties such as the growing number of immigrant pupils in school.

As one means of providing jobs for more teachers, the North Rhine-Westphalia government has just approved a law authorizing the part-time employment for up to eight years of teachers who want such an arrangement.

Supporters of the law believe it will release funds to employ additional teachers coming out of the universities. Most other states are expected to follow suit.

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Letters

The taxman's definition of education

Sir, - The spokesman for HM Customs and Excise who is quoted in Richard Garner's article of March 20, 1981 as saying "I cannot imagine a kid wanting to go to Butlin's holiday camp for a week if it was primarily for educational purposes" appears to be singularly lacking in imagination. This one sentence calls for three comments:

1. Young children are not necessarily aware of the educational process which is taking place. The spokesman expresses the kind of view held by those who think that children in infant schools spend their time playing about.

2. He also underestimates the motivation of many present-day children who value the advantages of education more than he appears to think.

3. Butlin's Venture Weeks are attended by children, not goats. Surely it is to be expected that a spokesman, presumably a senior one, from a Government department should use suitably formal language when discussing a serious subject.

I should like to raise one further point not mentioned in Mr Garner's article; I think it is unlikely that many teachers would give up part of their holiday time to act as leaders on Venture Weeks if they were not educational. Similarly, few head teachers would give their support to merely recreational activities on such a large scale. I certainly would not.

There will be a party from my school

at the Minehead centre from April 11 to 18, 1981. The Customs and Excise will be most welcome to send a representative while we are there to see for himself whether or not it is an educational visit, and to confirm the validity of the statements made by me which appear in your article.

A. E. H. MACMILLAN,
Headmaster, Hall Green Junior School,
Executive Committee Member and
Past President,
Birmingham Head Teachers Association.

Sir, - I read with interest an article by Richard Garner concerning the taxman's ruling that VAT has to be paid on school trips to Butlin's holiday camps over the Easter period.

I feel very strongly about this; the visit to the camp at Easter is not a holiday, it is a very exhaustive experience as I have taken children on such visits during the past six years. For the taxman to rule that this is not "educational" is beyond me. If taking children to see the castles of North Wales is not "educational" I do not know what is.

For children studying the slate mining industry is a geographical and historical exercise. Exploring an iron age settlement surely must be educational. Apart from the above it was also an exercise in social relationship when our children met children from different

parts of the country with accents that they may have heard on the television but not in real life.

The work carried out at the camp was followed up at school and the parents were invited to see a display of work; also, a film made of the visit and film slides were shown at a special parents' night.

To class the S.S. Uganda as a "floating school" and to class the Butlin's visit as "recreational" is, as Mr Hart says, totally illogical. I have often thought of taking this matter up with the taxman because numerous schools could provide plenty of evidence that this is far from being a recreational visit.

The criteria laid down could be met in full, the children were all from the same year, work done during the week was prepared beforehand, through work sheets, maps, which would be followed up at school as part of the curriculum, and they were supervised by teachers and students who could count the attendance as part of their school practice.

I hope that Mr Hart can resolve this matter.
J. T. OWEN,
Head Teacher,
St. Meols Primary School,
Elwyn Road,
Meols,
Wirral,
Merseyside.

Resources support

Sir, - The Avon Education Committee has reaffirmed its decision to close the Resources for Learning Development Unit on 31 August, and there seems to be no hope of getting the decision reversed. I am writing, on behalf of the RLDU staff, to express our heartfelt thanks to all our friends in education who rallied round with expressions of encouragement and support. Their testimony was in such quantity and of such quality that it seemed that reason must surely prevail.

When the Nuffield Foundation produced the blueprint for RLDU in the early seventies it was intended that the

Unit should be a prototype which other Authorities might eventually copy. It is that that this has not happened. Not that the conviction is lacking; many would have done so long ago if the economic climate had been just a little milder. The RLDU experience has shown that the local professional centre, including teachers in co-operative resources - making and in experimental work in the classroom, is a most powerful way of initiating and sustaining curriculum change and staff development.

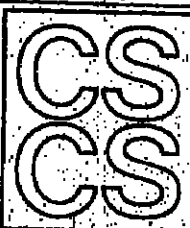
The RLDU work was concerned with the individual needs of pupils. It emphasised teacher-pupil interactions at a personal level, a workshop atmosphere, and a sense of pupil

responsibility. This all presented management problems of great complexity which required analysis and experimentation. The teachers in Avon rose to the challenge, bringing to it not only competence and wisdom, but also unfailing good humour and adaptability. And all this at a time when public pressure was pushing them in other directions, emphasising accountability and the measurement of the outcomes of education. It is a great tribute to the teachers that they kept a sense of balance and held on to their values.

Perhaps the RLDU has in the end fallen victim to the tension between contrasting views of the classroom, as seen by teachers and politicians. On this occasion the politician's view has been enforced. Let us hope that in the future, if it does, someone will have to re-invent the RLDU.

PHILIP WATERHOUSE,
Director,
Resources for Learning Development Unit,
Redcross Street, Bristol.

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On the Green

Sir, - Having allowed Mr Bernard Barker 20 column inches, plus headlines, plus picture, in which to attack my book, *Making a Comprehensive Work Platform*, March 27, I hope you will permit me to offer a few brief paragraphs by way of a reply.

Mr Barker's attempt to discredit my account of life at Eltham Green School between 1970 and 1980 is out of order because he left in 1965. He is in no position to pass judgement on events which occurred between five and fifteen years after his departure. His biased assumption that nothing could have changed after he made his own distinctive contribution to the school's development is, to say the least, a shade presumptuous, and tells us what value to place on his other assertions.

Mr Barker describes himself as a radical teacher, and he is not the only one of that ilk with an inclination to rewrite history for reasons which have nothing to do with improving its accuracy. But in attacking my version of events, he reveals more of himself than he may have intended. He also tells us some facts about the school he knew it which enable us to make some useful assessments.

Perceptive readers will have noted that, when Mr Barker was a pupil at Eltham Green, it was made into a copy of a grammar school. Within a structure which placed immense

emphasis on GCE results, he belonged to a small coterie whose members won all the glittering prizes. "I suppose," he writes, "our view was a partial one."

You can say that again. I do not doubt young Bernard enjoyed himself. Meanwhile, unnoticed by him, those fourth formers he dismisses as the sort "who would sock you on the jaw for looking at them" were apparently left with nothing. No wonder they set about destroying the place. The fact that they did just that is attested by staff who lived through it all and remain at the school today. The published words of the most senior of them, describing the school in its darkest days, tell the true story: "Life was very difficult... the general discipline in the corridors was far worse than I've ever seen in any school at all."

The children ran along, they pushed the staff aside, slammed doors in their faces... they used to zoom up and down five floors in the lifts and one couldn't do a thing about it."

Either Mr Barker did not notice what was going on around him or he took it to be normal. The latter seems likely, bearing in mind what he regards as acceptable behaviour - setting off alarm clocks in assembly; playing pop music over the Tannoy to disrupt the headmaster's peroration; chaining up the balcony doors and trapping 300 pupils. That last one must have been a jolly good joke, despite the fact that someone might have been killed had there been a panic. It was a good job the shy and serious headmaster was more nervous of young Bernard than the other way round, or you-know-who might have got the good hiding he deserved.

Mr Barker is, of course, much opposed to good hidings and strongly attacks the figures for corporal punishment during the first two terms of my headmastership. However, his enthusiasm for statistics is limited. He finds no place to mention the dramatic increase in applications for places at Eltham Green during my time there. Can he by some chance have overlooked them? It seems unlikely. Clearly, he is one of those radical thinkers who believes the popularity of a school with parents and children to be a monumental irrelevance.

As a relative newcomer to headmastering, Mr Barker will be able to practise the radical approaches to which he is committed. I wish him well in that exercise and hope that, at the end of ten years, he finds him at the end of his tether. He is in charge of a school where the children work hard, behave themselves and respect one another. However, his belief that "schools are largely self-disciplined" raises some doubts in my mind about the likelihood of his achieving and maintaining such standards. I look forward with interest to reading his story in due course.

PETER DAWSON
General Secretary,
Professional Association of Teachers.

Sir, - I read with great nostalgia Bernard Barker's article.

I defected from Eltham High School at 14 and subsequently attended Eltham Green School. I never regretted my decision, in spite of predictions to the contrary from just about everybody I knew, except my parents.

Attending Eltham Green enriched my life tremendously and my fourth, fifth and lower sixth years were very, very happy.

My last year at school was, however, unhappy. R. H. Davies retired and his successor rapidly transformed the place into a near army camp.

Not only did vast numbers of teachers leave during that year, so did vast numbers of sixth formers. I stayed because I wanted to complete my A-level courses and go on to university.

"My brother was asked to leave because he wouldn't have his hair cut in a regulation 'short back and sides' style. He was one among many."

I'm thankful that I was born early enough to experience the "original" Eltham Green. Its memory will be with me for ever.

F. HOWARD,
3 Roseberry Gardens,
Harringay, London N4

Under-fives

Sir, - The National Children's report on its research into nursery centres ("Hopes and fears of the pre-school"). Comment that it may be a little out of date, but the view of the "rigid opposition" teaching profession and "unions" is also outdated and wrong.

In 1977 the National Children's report in its pamphlet "The Under-Fives" welcomed the up of combined nursery centres, noting that the needs of the working mother "may be met by the provision of an 'in-home' day care centre."

The pamphlet pointed to the tensions between care and education, but also noted that there was already variation, for example, holiday arrangements, normal school pattern. The members who work in school extended day care is now possible.

The profession is certainly open to changes, but expects that proper recognition of the efforts of the staff in a nursery centre, whom has a particular role in ability within the team.

The NCT study has been a union's analysis of problems at the level, and is therefore a useful contribution to the debate. It is a pity that it has not been integrated approach to the needs of the under-fives for both home and care.

JOHN ROWE,
Education Department,
NUT,
Hamilton House,
Mabledon Place, London WC1.

Small portion

Sir, - The TES reported that figures that I used when I addressed the annual conference of the Association for the Support of Schools in order to demonstrate the size of the problem of the under-fives population, and the effect on the small schools.

It might help for a better understanding if I repeated here the analysis which I gave to show how the widely reported 1,000 primary schools are arriving at the total surplus of primary school places by 1982-83, will be approximately 1 million.

If we set a target of taking only one-third of those surplus places that is still 700,000 places, primary secondary together.

About a quarter of that places are in permanent accommodation, that is 175,000 places. That 175,000 is equivalent to about 1,000 primary schools.

That is the size of the problem drives the point home, to express terms of schools. Even then, it is seen that it is based upon the modest assumption of only a quarter of the surplus places taken over by 1982-83.

STUART SEXTON,
Political Adviser to the Secretary of State for Education and Science.
Letters for publication should be short as possible and should be on one side of the paper. The reserves the right to curtail and edit as necessary.

Importance of a strong BEd route into teaching

Sir, - Those of us in the teaching profession who believe in the importance of maintaining a strong BEd route into teaching need to say so emphatically, particularly over the coming months. In our view the case for the BEd is a sound one and its demise would be a serious loss to the profession.

1. The BEd provides a well-spaced, gradual and cumulative pattern of school experience which gives the intending teacher the opportunity to develop an understanding of children and their needs sounder than can be provided through a PGCE course. This advantage will be further reinforced as colleges move to four-year BEd courses.

2. The BEd introduces students to the contributions of a range of theoretical perspectives on the study of education. The depth to which issues can be discussed in the educational studies elements of a BEd course inevitably surpasses the consideration possible in an attenuated PGCE course. These studies are an essential foundation in the process of long-term professional development.

3. Through the study of a main subject (followed in the majority of BEd courses), students are introduced to an area of knowledge which is both valuable in its own right and also adds to student teachers' confidence in the classroom. The main subject is often the vehicle by which philosophical and pedagogical issues can be explored throughout the college course. In the longer term, it gives students an understanding of a subject area which they can continue to develop as a specialism

in their teaching careers, often as advisers to colleagues in their own schools.

That BEd courses can be improved goes without saying. (Is there a degree course which cannot be revised to good effect?) However, BEd evaluation and revaluation are now widely practised procedures, the parameters involved are well known, and consultation with interested parties is already institutionalized. Thus, as colleges move towards the four-year BEd, there are great opportunities for developing courses responsive to the needs of successive cohorts of pupils and a variety of other interests. As a consequence, the BEd will afford far more scope for professional development than can possibly take place in the crash programme of the PGCE over a period of about eight months.

It is sometimes held against the BEd that only 70 per cent of those graduating obtain teaching posts. But there is nothing wrong here. A specific employment channel is not used as a criterion for the worth of any other degree and should not, therefore, stigmatize the BEd. In its attention to academic and practically applied content the BEd is comparable with most initial degrees, and preferable to some, in promoting adaptability based upon rigorous study. Already there are signs of employers recognising that the BEd confers graduate status in the fullest sense and that it is not solely a means of entry to the teaching profession.

Our view, then, is that the BEd is valuable both as a means of profes-

sional training and as a rigorous form of higher education in its own right. It would be a tragedy if the teaching profession allowed the DES to play another round of the numbers game in such a way as to destroy the majority of BEd courses in the country.

DAVID BLAKE,
DESMOND DARTON,
MAURICE LEVITAS,
JOHN RHODES,
BRIAN SCRATON,
New College Durham.

Sir, - So often, since 1960, people of goodwill and distinction have repeated the argument that one year of initial teacher education, generally the last one, should and could take place in the school and be taught by the teachers in the school. Mr Warnock in Personal Column (March 22) joined the chorus by supporting Harry Judge and accepting that the BEd would die and can be replaced by two years PGCE of which one would be "studied in school".

The James Report "cycles" though criticised by some, were not rejected on the grounds of their lack of wisdom, it is the cost of the plan which is so daunting.

I have visited the UCLA model first school with a staffing ratio of 1 to 10 and all the staff with PhDs. An impressive school, but as 'elite' as Eton. It may be possible to imagine a large comprehensive school acting as a 'teaching school' in the same sense as a teaching hospital, though with falling rolls and reduced resources I cannot imagine this becoming generally well-

come. Let us imagine how it would

apply in nursery units or infant schools. If study 'directed' by teachers were to take place it would be on a one to one basis.

Is it educationally sound to have all your practical experience after your theoretical studies, or is the first year going to contain experience with children as well? Anyone who has participated in school-based work will be aware how labour intensive this is.

Clinical medical studies cost twice as much as university-based courses. The probationary year was intended to be an extension of initial training but, of course, never was, because teachers and head teachers were supposed to provide their help in their spare time.

Good teachers have no spare time and if they find some then they devote it to do with their pupils outside and beyond the classroom.

Lord James, Harry Judge and Mary Warnock have, I fear, never based their "plans" on realities of cost and time. If we accepted a clinical year for teachers on the cheap the whole idea would be a dreadful failure. If you examine Ray Bolam's evaluation of the Liverpool and Northumberland pilot projects it will also be clear that after 17 years of full-time study young teachers are not happy to go on "studying" for another year, they want "practical hints".

At the present time to generalize this form of initial teacher education would not solve the problem.
F.C.A. CAMMAERTS,
Principal, Rolle College,
Exmouth, Devon.

Voice for children

Sir, - It was particularly heartening to read in the TES such a clear statement of the purpose and work of the Children's Committee (March 20).

The Court Committee on Child Health Services, of which I was also a member, recommended this advisory body be set up because it believed that children have special needs which they cannot articulate for themselves, and that society has therefore a duty to see that these are identified and cogently represented.

In our work we have tried to look at policy from an interdisciplinary standpoint, and I believe we have focussed on children's needs and services across professional and administrative boundaries.

Appointments to the Committee and in July and there is no news about the future. It is difficult to see how the Government could justify getting rid of

this body in view of its declared interest in the family and children and in professionals working together. This "voice for children" costs little; it seems a pity to still it.

DEAN DAVIS,
Member of Children's Committee,
80 North Road,
London N6.

Pass-rate levels

Sir, - Dr. Bruce Choppin points in his letter (March 13) to the apparent stability of the GCE Ordinary level "pass-rate" in all subjects combined (that is, the over-all percentage of candidates gaining grade C or better, or the percentage passing in the years before 1979).

Maybe he is right in pointing out "the stability of using GCE results as indicators of national standards" but if he is, it is not for the reason he suggests. The overall "pass-rate" hides the very different "pass-rates" among dif-

ferent subjects and among different boards, as Mr. Cresswell's letter of February 27 and our letter (March 6), attempted to show. How these fluctuations are illustrated in *Comparability in GCE: a review of the Boards' studies, 1964-1977*. Crude though this measure is, the fluctuation in the overall "pass-rate" is rather greater than Dr. Choppin suggests and moreover it can, and does, reflect the influence of outside events: in 1963, before the CSE examination was available, the over-all pass-rate was 56.8 per cent; by 1969, when the CSE was fully established, the O-level pass rate had risen to 59.9 per cent, reflecting the fact that some of the weaker candidates were being entered for CSE.

Does Dr. Choppin really believe that the OCB boards, all acting independently, could attempt to maintain a constant "pass-rate" for the combined results of all boards in all subjects? It is difficult enough within a board, given the time available and the work involved, to ensure that in an individual subject all the necessary information for that subject is available for the awards meeting.

To suggest that the boards could attempt to manipulate the levels of award in all their individual subjects in order to arrive at some predetermined national overall "pass-rate" shows little appreciation of the practical problems of administering public examinations.

B. M. FORREST,
C. WICKERMAN,
Director of Research, Secretary Designate to the Board, Joint Matriculation Board, Manchester.

Equal weight

Sir, - Twice in recent weeks (February 27 and March 13) *The TES* has referred to secondary school reorganization in the London Borough of Haringey with particular reference to Creighton School "incorporating" Alexandra Park School.

I would be grateful for the opportunity to correct this misunderstanding. The borough plans to amalgamate four pairs of schools. The Education Act 1980 requires the closure of all eight and the establishing of four new ones. The i.e., and certainly those of us involved, are anxious to ensure that each of the schools proposed for amalgamation. This is essential if people connected with the schools are to be reassured about continuity of education for pupils and job opportunities for staff.

Parents, staff and governors of Alexandra Park School are resolved to object to the Section 12 and 15 notices and seek to persuade the Secretary of State not to allow this amalgamation of two flourishing schools to proceed.

A. M. NIXON, Headmaster,
Alexandra Park School,
Wood Green, London, N22.

How your pupils can help Cancer Research...and enjoy the greatest outdoor event of the summer!

July 4 is the day of the Great Picnic in Windsor Great Park, in aid of the Cancer Research Campaign.

We're hoping that thousands of young people will devise exciting ways to get there - by land and water - and that they'll get thousands of sponsors to back their efforts.

There'll be free entertainment throughout the day for the sponsored picnickers - featuring traction engines, bands, hot air balloons, vintage cars, an aircraft

display and even the James Bond-type gyroplane.

Tell your pupils about it and get them to do a poster to encourage others.

Send for sponsorship forms to: Michael Heyland, Youth Action, Cancer Research Campaign, 2 Carlton House Terrace, London SW1Y 5AR.

Cancer Research Campaign
LEADING THE FIGHT AGAINST CANCER

Talkback

Pious clichés

George Gyte

Pie in the sky

Neill Ransom

With time and training . . .

Peter Cornall

What about the tools?

Harry Solomon

'They went into schools because they wanted to change the world.' Harry Rée on a new kind of teacher coming to the top in comprehensive

Christine Bock

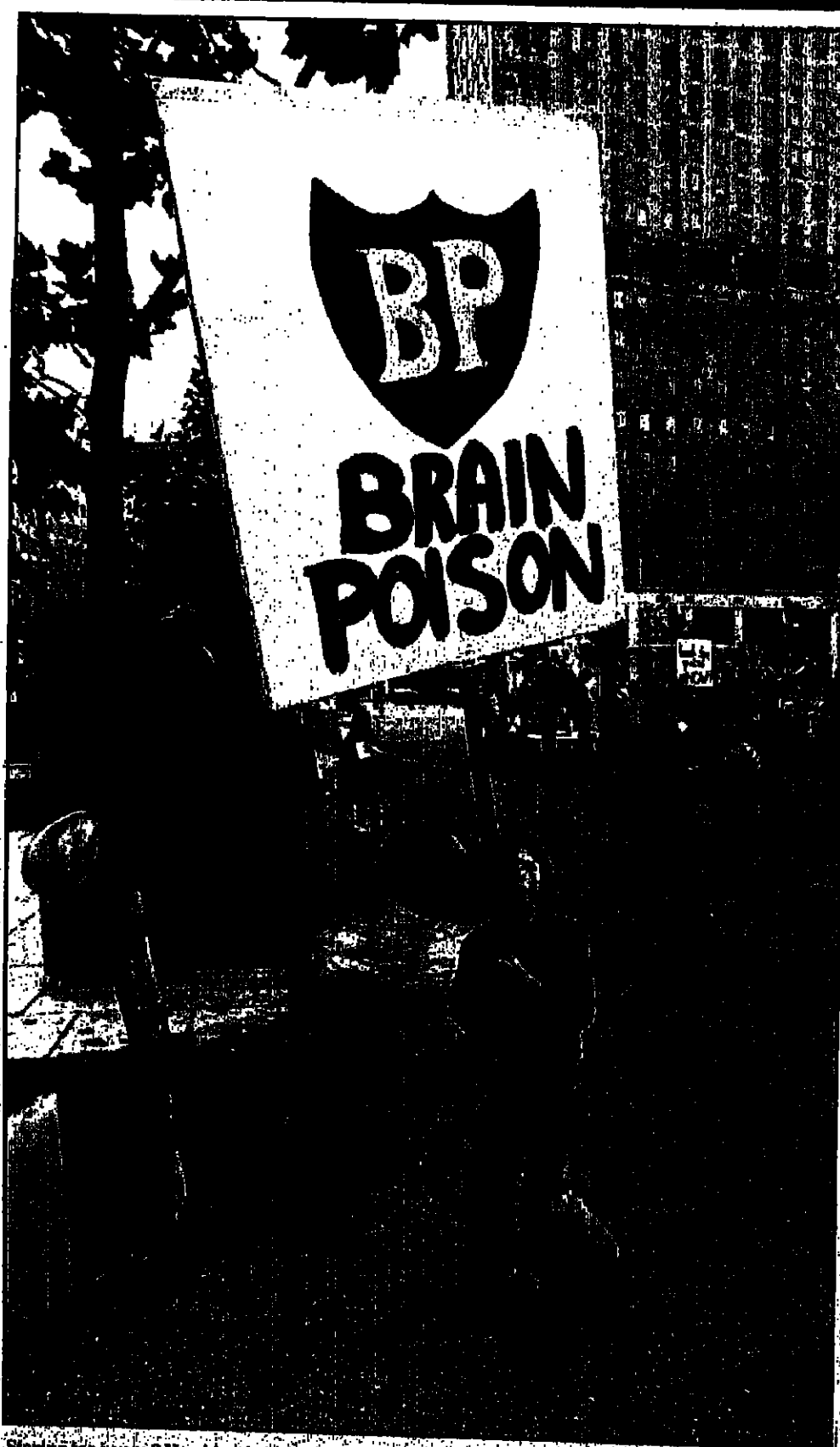
University of York.

features

What kind of social education should schools be offering pupils? How far can or should teachers remain neutral on sensitive issues?

John MacBeath reports on some of the findings of the Scottish Social Education Project

Better caught than taught?



Starting too young? Head teachers questioned for the project were unenthusiastic about teaching skills for the political arena.

The question of indoctrination in schools was brought out for its periodic airing after a Glasgow teacher had encouraged his pupils to express their opinion of the Prime Minister. The colour of their opinion (slightly pink) as well as the colour of the language in which it was couched (slightly blue) excited a brief flurry of interest in the local and national press. It was, at least temporarily, a big enough issue for Robin Day to get on the phone to the convener of Strathclyde's education committee.

Robin Day questioned the ambivalence of the convener's position. Had he not, on the one hand, expressed some sympathy for the tenor of the pupil's views? Had he not, on the other hand, disciplined the teacher for his actions?

It could hardly be expected in a three-minute interview that the depth and complexity of the issues would be fathomed. Nonetheless, it might have left some listeners with the question, "To what extent is it realistic to expect an education convener to keep politics out of education, when his appointment to his position is by virtue of declared opposition to Conservative policies?"

Does the education convener (or his committee) really want to keep politics out of education? Is educational administration not concerned with engineering a certain climate of values, many of these essentially political in nature?

Indoctrination, or influence, can be spotted more easily in its cruder form when it's frozen in the hard evidence of words, whether spoken by a teacher or offered by pupils in response to an invitation. Those who attempt to gauge the values within the educational system are much more likely to use as a measure what is explicitly said in classrooms than what is left unsaid. It is overt and singular behaviour that raises alarm, not the covert and familiar.

The Scottish Social Education Project has for the last two and a half years been researching the nature of social education in secondary schools. As an aspect of that inquiry we have been attempting to assess the extent and quality of social, moral and political influence and trying to answer the questions "What values do schools appear to represent?" "To what extent do they feel justified in legislating those values for pupils?" "In what ways are those values transmitted?"

In a questionnaire sent to all Scottish head teachers in state secondary schools, a number of items relating to aims and values were included. A shorter version was sent to a sample of teachers across the whole range of subjects, as well as to a sample of teachers specifically involved in the teaching of social education. A German version of the questionnaire went to the seven comprehensive schools in the city state of Hamburg. All of these were followed up with visits, interviews, observation and participation in classes and, in some cases, on school trips.

On the question of overt aims, head teachers were overwhelmingly in favour of those that had to do with personal development, quite strong on aims to do with broadening social awareness and understanding, lukewarm on aims to do with immediate knowledge and skills for earning a living or running a home, and markedly unenthusiastic about skills lying in the political arena.

The responses of teachers quite closely reflected those of heads. Nor were there great differences between subject teachers as a group and social education specialists, except for the latter tending to put more stress on personal development at the expense of immediate skills for post-school life and political skills.

To some people these findings may be surprising. The emphasis on personal development might not reflect their own experience of school. It might be said, though, that it did at least accurately reflect the ideological framework within which their schooling took place. State schools, even in the most depressed areas of Scotland, would still appear to subscribe to what might be called the traditional public school tenets of developing individual potential and sense of self-worth. The more hard-edged and pragmatic approach of youth work has not found much favour as yet in schools.

This may be simply because that approach lies outside the experience of teachers, their own training and perceived skills. The lack of emphasis on pupils as critical and active participants in their own education or in social/political life is perhaps even less surprising. It is not easy for teachers to see much benefit to them in pupils becoming 'more active', nor easy to see within the framework of secondary schools how such skills would be taught or applied.

To what extent do those aims of personal development appear to be reflected in the experiences offered to pupils? The most obvious place to look for these is within programmes of social education, sometimes referred to as "guid-

ance" programmes.

The typical pattern is for these to take place once a week and to be taught by guidance staff, form teachers, or in some cases unhappy scripts. At their best such programmes concentrate on inordinate (and usually unrewarded) amount of work on the part of guidance teachers. Very often, though, they are a cobbling together of themes and topics, to fill in the vacuum left behind by religious education.

They might be caricatured as "danger to deterrence" programmes, emphasizing the dangers of tobacco, drink and drugs, the perils of sexual indiscretion (contraception, venereal disease, abortion), the consequences of law breaking, and admonitions against pilfering, shoplifting and truancy. On the positive side, the emphasis is on duties and responsibilities to the old and handicapped, to parents and teachers and on duties still to come as citizen, voter, patriot, and upholder of community values.

If it is, at times, difficult to see such programmes as having much to do with personal development, it may be because we have failed to be sensitive enough to the underpinning assumptions of what personal development has meant in traditional Scottish culture. The traditional Scottish view of personal development is represented by the bleakest aspects of Presbyterianism of the free kirk, where the emphasis has been historically, more on the dangers of sin than the joys of personal liberation. It is probably true to say that the social symptoms of sin have generally been taken for granted rather than opened to public debate.

If social education in schools appears a bit heavy on the Calvinist virtues, the explanation may be found in the attitude to social education programmes, rather than in the personal moral teachers. Rather than representing a studied, thoughtful approach to the kinds of values school wishes to represent, social education programmes often betray a rather careless attitude to what is, after all, given a low priority in many schools.

The programmes therefore illustrate the lack of back position of teachers' traditional and firm manners and morals. Such programmes are without vociferous critics from within, in part far from teachers of history and modern studies many of whom favour a broader and an intellectual approach.

Another way into the values by "social education" was to ask teachers if some pupils were more in need of socially educating than others. Most teachers have quite strongly held views on this subject, which may be represented by two different positions.

Firstly, there are those who reject the notion of "social" education, saying that they came to schools to teach, not to be social workers or ministers. Many teachers feel they do not have the right to impose attitudes or values on children.

The second position argues that some children do need social education more than others because of the deficiency of the home background. It is pointed out that many pupils come to school lacking in the basic social graces, with unacceptable habits and manners, and a dubious code of ethics. If schools fail to transmit good moral attitudes, it is argued, who else will? For schools to fail to compensate for parental failure is therefore an abnegation of responsibility.

The third position argues that some children need social education more than others because they are disadvantaged in terms of the skills they offer in their home or local community. The disadvantage manifests itself in these pupils losing out in school competition, and is perpetuated in competition in later life for jobs, housing and social welfare.

The fourth position argues that social education is the vehicle for those pupils who are systematically discriminated against in the wider social/political arena, as well as in the school community. Social education is more appropriate for them because through it they can be made more aware of their position, the potential for changing it and for securing their individual and political rights.

The great majority of teachers subscribe to the first and second of these four views, either claiming neutrality in respect of values, or acknowledging (perhaps reluctantly) their role in social and moral training. A much smaller minority, as already suggested by the poor choices of aims for social education, argue a need for enhanced 'life skills', or the raising of social/political awareness.

Yet another line of inquiry into teachers' values positions was to ask, through the questionnaire, what their reaction would be to expression of certain kinds of values in the classroom. What

any, influence would they exert, for example, on pupils who had just been given a talk by a union leader on the need for the closed shop? If their pupils had been reading an article on "what social security scroungers cost the country", would they try to balance, oppose, or reinforce the view being propounded?

We suggested to teachers a range of 13 hypothetical examples and six possible stances that might be adopted in response. The examples included pupils having just watched an anti-abortion film, a policeman having talked to them on the dangers of drugs (hard and soft), the Scottish National Party view on Scotland's oil, an article putting the case against marriage, the case for relaxing immigration controls, and putting up the school rules for discussion.

The six stances suggested were: 1. a totally *laissez-faire* position; 2. an attempt to balance the picture with additional information; 3. "procedural neutrality" (emphasizing the need for evidence, and logic in reaching a conclusion); 4. influencing pupils towards acceptance of the views stated; 5. influencing pupils to reject the stated position; 6. prohibiting discussion of the issue in question.

The response to these questionnaire items showed head teachers and teachers opting for the "neutral" or "balancing" stance on most of the issues. The only issue on which a majority of teachers and heads said they would influence pupils towards accepting a stated position was relative to the policeman's talk on the dangers of drugs. The only other issues on which there was a substantial minority of teachers saying they would positively exercise influence were: in favour of school rules about 34 per cent; against abortion (about 26 per cent), and for marriage (about 22 per cent). Only 2 per cent on any given topic said they would prohibit discussion.

What teachers seemed to be saying was that they would hold to neutrality as a general principle, except on issues where they felt deeply. There was an inconsistency in the response of Scottish teachers that did not appear in the German schools.

There teachers tended to take a consistent stand across all the issues, including the tough ones. A Scottish teacher would be more likely to offer reflex support for the view of the police, saying for example "drugs are dangerous and it is our job to take a moral stand"; a German teacher would tend to look more critically at the expertise of the police on the question of drugs, as well as questioning the pedagogical effectiveness of supporting an obviously one-sided view.

This inconsistency is brought to light in one of the common responses to questions about the teaching of social education. There was a prevalent view that social education is better "caught" than "taught". While it is hard to argue with this view, it is difficult to square it with a neutral value position, since it presupposes that what is being "caught" has to do with attitude and behaviour.

Often teachers would fall back on the traditional dualism which sees cognitive components of education as being catered for through classroom work, while social and moral aspects were taken care of through the general ethos and quality of relationships in the school. At its most extreme this is encapsulated by the head teacher who, when asked if he thought it important for pupils to become more aware of the nature of power and authority, replied "I am the power and the authority."

Although many teachers find no difficulty with this dualism others find it disturbing. Teachers who see themselves as neutral or "value free" are, in the final analysis, quite strongly committed to certain values. These values are, however, sub-surface, and apparently in need of no justification. Without being articulated they tend to be accepted as the kind of views that parents and public would wish teachers to represent.

Again and again teachers would tell us that they "played safe" on controversial questions (no matter what their own convictions in many cases). This could often lead to a schizoid position, perhaps most neatly caricatured by one guidance teacher who, when asked about social education, said: "Oh, that's all about the dangers of smoking, drinking and sex—come to think of it, my three favourite pastimes."

What teachers may see as the "safe" position might, from another perspective, be seen as "dangerous". It would, for example, be seen as safe, neutral, and apolitical to refrain from comment on government policy, but political to offer comment. It would be seen as neutral and safe to make no comment on alleged police harassment, dangerous to do so, it would be politic to refrain from comment on the views expressed by the head at morning assembly no matter how contentious.



Above and below: a week's residential social education for a group of comprehensive pupils.

One teacher who failed to appreciate this had shouted out "shame on you" at the morning assembly, when the head had made a favourable comment on apartheid. The shock which ran through the school was at the breach of protocol, or perhaps at the open expression of conflict, rather than at the majority of staff who kept a discreet and professional silence.

We are left with a complex and ambiguous picture, as to the direction and quality of the school's influence on social, moral and political issues. It is far from clear what the role of the school is expected to be, or what kind of stance teachers ought to take in respect of value questions. Our research does, however, highlight some of the confusion in this area, and points to a failure somewhere in the education and training of teachers in helping to clarify and take seriously the nature of educational values.

We might lay some of the blame at the door of colleges of education, or the academic insularity of universities. We might accuse schools of spending too little time on internal dialogue, or we might see the fault as that of an administration which asks teachers to take on more and more, and offers less and less time and space to think about it.

How might schools usefully cater for contested values? There would seem to be two logical alternatives. The first is to go more comprehensively and systematically for "procedural neutrality", as advocated by the Stenhouse Humanities Curriculum Project. This asks teachers to have specific skills in helping pupils find their own way through the maze of conflicting values.

It requires a high degree of professional skill, and implies as a corollary some measure of control and accountability of teachers. It asks for the locking away of individual prejudice, incon-

sistency and idiosyncrasy. It makes it difficult for the teacher faced with the question "But what is your opinion, miss? Honestly, what do you think?"

The second alternative is to make the inherent values explicit. This approach asks for some philosophical backtracking on the part of the school, to examine and articulate some of the assumptions that underlie its definition of "education". What distinguishes education from mere learning?

The difference lies in the value-judgements educators make about what is worthwhile, and such judgements touch not only matters of knowledge, but also ways of learning, relationships among pupils, relationships between pupils and teachers, as well as acceptable and unacceptable forms of behaviour.

The same principles may logically be extended into value judgements about the treatment of weaker and more vulnerable individuals, or the treatment of minority groups, attitudes to injustice, misuse of authority, exploitation and manipulation, rights and accountabilitys of teachers and pupils. It opens to examination the areas on which the educational community feels it cannot take a neutral stand.

There may be a compromise between those two alternatives, in many respects well illustrated by what happens in Hamburg's comprehensive schools. The 'good' teachers (those the head selects for you to sit in on) exemplify procedural neutrality in action.

They seem to talk a lot less than the traditional teachers and to ask more open-ended questions. Their interest is less in the outcomes of discussion than the process of pupils thinking their own way through the issues, and weighing up the alternatives. What I came to recognize as "the method"

was also a feature of teacher education, and exemplified by many of the teacher educators themselves.

This procedural neutrality, though, is a kind of second storey built on a foundation of certain explicit values. Comprehensive schools are part of a political movement. The movement believes in the establishment of democracy in a post-fascist state.

It also believes in the school as the model of democracy in action. The state guidelines for comprehensive schools spell out their aims in general, and the aims of particular curricular subjects. Many of these aims are not merely expressions of democratic and "human" values, but have to do with political skills and attitudes.

What the German example does not imply is that schools ought to be totally harmonious communities where values are all agreed. In working through their aims and values German schools have given an important place to aims which have to do with recognizing conflict, differences of interest, and ways of dealing with them. That too is seen as a positive part of the school experience.

Grasping this nettle may be a much more fruitful way of dealing with the question of values than attempting to make the school more fully an expression of the head teacher's personal ideology. If there are lessons in this for schools, it means heads and their staffs becoming clearer about the values they are agreed on and wish to advocate, and the conflict among values, which might be made a more explicit aspect of the educational experience.

John MacBeath is co-director of the Scottish Social Education Project, Jordanhill College of Education, Glasgow. A full report will be published later this month.



review

Shock, horror, scandal!

In their coverage of Third World affairs even our best television programmes are superficial. Richard Bourne reports

Last week's *World in Action* was a good example of a genre in which television has made a reputation – the international exposé. Here, in Vauxhall Bridge Road, were three persons in the Argentine naval purchasing mission whom refugees in this country identified as having acted as torturers in a secret Buenos Aires concentration camp less than three years ago. Shock, horror, scandal! If it was possible for the Heath government to kick out some 50 alleged KGB agents a decade ago, why could not Nicholas Ridley – who refused to appear on the programme – at least declare that these three Argentinians are personae non gratae to the Foreign Office?

As a programme it made a straightforward case against Captain Jorge Videla, now an Assistant Naval Attaché in London, against the dapper Lieutenant Gonzales Menotti, and a rather less smart NCO, Pedro Moran. Two women refugees identified them as having taken part in some particularly nasty activity in the Naval Engineering College in Argentina, from which around 3,000 prisoners have simply disappeared. Their evasive action on the street, when challenged by a Granada camera crew, merely seemed to confirm their guilt.

The programme was effective in an attention-grabbing way (though for my taste it lingered rather too long on the two persons' identification of the torturers and their own accounts of the tortures they had suffered), but it raised more questions than it answered. Just like those programmes about drought or coups d'état in states whose existence TV has hitherto ignored, it least straight into a strong story line with the briefest of introductions. A snatch of song from *Evita*, a football shot, a photo of a lady on a balcony (was it Evita or President Isabelita?) and it was off.

But in so doing it displayed some of that bias against understanding of which TV news and discussion programmes are also accused. Although some viewers may have already known that Argentina, even before the military takeover in 1976, has one of the worst civil rights records in

the world, *World in Action* gave none of the background of a suppressed civil war running through the seventies. There were at least three leftist guerrilla groups operating; their strategy was in part designed to evoke reprisals which would radicalise the population, and not all their tactics (like the imprisonment of the British businessman, Ronald Grove) look humane with hindsight. On the other side, under the decaying "democratic" government of President Isabel Peron, were the anti-communist terror squads only vaguely answerable to her eminence grise, Lopez Rega.

The whole problem of human rights in a civil war situation, and of the expanding use of torture by military regimes in Latin America, was begged by the "in and out" story focusing on the three naval men. Again the programme implied the collusion of the British arms industry with the horrors of the Naval Engineering College, and implied that workers in that industry and on the docks were supine in not campaigning more vigorously. It pointed out, as fact, that Britain is supplying Argentina with Rolls Royce engines for frigates, the SeaCat missile system and Lynx helicopters.

But British arms sales to Third World countries are part of a much wider issue, to do with the morality and economic significance of armaments in developed countries, as well as the competitive selling by East and West to the Third World. At one level arm sales involve a collusion in attempted winking, and even selective selling means turning a blind eye to some dubious practices in the purchasing state. Why therefore should British firms and workers suddenly get uptight about sales to Argentina, even though its navy and other services probably contain persons who would have been condemned at Nuremberg?

Of course the standard defence for this sort of *World in Action* approach is that, with only 27 minutes or so, time is simply too short to put over more than a bold story, and that a mass medium cannot afford to go into the background or related issues. But the possibility that something more

can be done is one of the threads which now unites the Fourth Channel Development Education Group, containing 56 bodies ranging from Oxfam to the Joint Council for the Welfare of Immigrants.

The group as a whole, which is now setting up the International Broadcasting Trust at a series of public meetings, is concerned that television should build knowledge and awareness of development, the Third World and interdependence. With members ranging from the Church Missionary Society to Friends of the Earth, there is no way that programmes from the Trust's production company can reflect only one view of such questions. The group is also well aware of the research by Ehrenburg and others which shows that few people watch a series, or even a popular drama serial, all the way through.

However ECDEG does consider that TV programmes can risk more, in the way in which they can take British viewers inside the societies of poorer countries. That this can be quite respectable in TV ratings terms was proved two years ago, when Jonathan Dimbleby's Latin American series got larger audiences in successive weeks. And the PCDEG, which includes the Workers' Educational Association among its members, is looking forward to a more systematic educational use of such material, particularly among adults and sixth formers.

The International Broadcasting Trust will make programmes for sale to the new Fourth Channel Company. In British terms it is wholly innovative: because it involves development and other agencies as participants, the follow-up to programmes will be planned from their inception, and the initial capital is being raised by a public appeal which has now begun. By the middle of next month Jeremy Isaacs has promised the group he will say how much programming he can buy from the Trust in the first year of the fourth channel's operation.

Of course where television is prepared to raise the level of public understanding of any subject, subsequent reporting becomes rather different in character. For example the excellent *News at Ten* reports by ITN's Jon Snow, from El Salvador and its neighbours, have undoubtedly helped to persuade British opinion – and hence Mrs Thatcher on her recent trip to Washington – that President Reagan's view of the civil war there is biased, simplistic and essentially reactionary.

Torturing people, for whatever reason, is wicked, and Argentina's inability to see justice done for its thousands of "disappeared persons" is a major reason why that country has become bogged down with a military government and a political stalemate. But there is danger that TV's for extrajudicial also makes this country an accessory to a criminal act. Life is a bit more

complicated than TV investigations make out, humanitarian exposés in the Third World, without context or follow-up, become merely titillation. Oh well, that's my conscience saved for tonight, what's on the other channel?

As it happened, on Monday night the *World in Action* report was followed by the latest instalment of its asylum and sovereignty. *Thorn Ten*. There was Brazil, which has also had its share of military torturers, seeking the return of its abducted train robber because of the infringement of its asylum and sovereignty. *Thorn Biggs* is a criminal on the run, Britain's response

Richard Bourne is working as a consultant to the Fourth Channel Development Education Group

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Eeyore in Gethsemane

Peter Ackroyd on Malcolm Muggeridge

Like it Was: A Selection from the Diaries of Malcolm Muggeridge.
Collins £9.95, £10 216468.

"I'd like to die. I feel, at under thirty, already tired with the struggle to live, and still more, to understand." Malcolm Muggeridge wrote this, in 1932, while he was living in Moscow – where a great many people found "the struggle to live" perhaps even more arduous. It is strange that a man could enter a chafed house, as a spectator, and worry about his understanding. Such banality might be forgiven in a young man, but this entry is characteristic of the whole volume.

It may sound, to the admirers of Muggeridge, like the authentic voice of the tortured conscience: theory of an intellectual wandering in his own Gethsemane; but I was reminded throughout this book of Eeyore, the lugubrious ass in A. A. Milne's stories for children. Like Eeyore, Muggeridge will not be moved. His tone never changes. In the old man is the young man, and in the young man is the adolescent; self-obsessed, unresponsive, enveloped by occasional moods of moral anger. The 30 years which this collection covers, from 1932 to 1962, may not have had the implications of the Reformation, or even the Reformation itself. In these diaries, however, they become merely the somber backdrop in front of which Muggeridge parades his pessimism and his

angst.

His career as a journalist had been a smooth one: from leader writer and book reviewer, to deputy editor of the *Daily Telegraph*; the editorship of *Punch*; then the final incarnation as a television pundit, the man who pours ashes over his head while taking care that his features shine through for the benefit of the camera. But although his life has been a successful one, he reveals himself here as a latter day Prometheus, except that his bonds have been entirely of his own making. He has adopted an air of general displacement in the world, of being a stranger in a strange place. "... the older I get, the more I find to disgust me everywhere."

This position, a kind of self-induced loathing, is an awkward one for any diarist to maintain. It means that there is never much else to say. Muggeridge writes about Russia, India, the United States and they all sound the same. It is as if a man who never raised his head felt able to comment intelligently upon theistine Chapel. And Muggeridge's position is not helped by the fact that he is always staring down at himself: he is a man so preoccupied with his own reactions, and with the way in which he appears to other people, that he sees and hears nothing outside himself. Even his religious awakenings, recorded in these pages, becomes just another aspect of his self-dramatising vanity: "... there is really nothing for me to undertake but the mystic's long and arduous journey."

One cannot quarrel with Muggeridge's longing

for his God – that is a private matter, although one is always suspicious to prayers that seem designed to be overheard – only with the way he chooses to describe that longing. The mystery of my own being is no longer oppressive or fantastic, but glorified, because belonging to the universal Mystery: what are we to think of a religion that drives a writer into the warm embrace of cliché? His faith, and his thinking about faith, are woefully, depending principally upon a feeling of exhilaration and "oneness" with the universe; they are not, in essence, dissimilar from William Burroughs's accounts of his drug experiences, although not so well expressed.

But since Muggeridge raises a monument to his feelings in this book, everyone else is forced to languish in the shadow which it casts. Although he describes his encounters with ostensibly "interesting" people – T. S. Eliot, George Orwell etc. – they are mentioned only in passing and seem here curiously flat and dead. It is as if Boswell had written: "Saw Johnson today. Quite amusing. Am still depressed". Or Pepys: "Large fire in London. Many dead. Cannot shake off my boredom". Boswell, in his diaries, made a man, whom he had the wit to know was greater than himself, live; for ever: Pepys, as Wilde said, "chattered his way into the circle of the immortals". Muggeridge presents to us a barren landscape in which he is the only figure.

Certain passages do stand out from the enveloping gloom. His accounts of Max Beer's baptism in Rapallo – "no clouding of his mind; but a wearying, a slow fading out" – and of Hilaire Belloc dying amongst his early relatives – "a sombre, angry, penurious household" – are models of their kind; and a reminder of the kind of writing Muggeridge is capable of once he breaks out of the small cell of his personality. His fascination for any affinity with these old men might however be related to the fact that even at the beginning of his diaries he is talking



about "the decay of European civilisation". This is the leitmotif of the book; civilisation seems to have been decaying ever since he was old enough to think he knew what it was. But one dramatic generalization of this kind; they suggest that Muggeridge has a perhaps exaggerated respect for his own powers of perception. And this, of course, the central weakness of the diaries: he sees everything from an absurd and artificial height, a dwarf squatting on the shoulders of his giant self-regard. As a result, it is all curiously unreal; as in an album of old photographs there is something rigid, and already a little faded, about the self-conscious attitudes which are constantly being struck.

Search for the fierce heart

In Search of the Dark Ages. By Michael Wood.
BBC Publications £8.95.
In Search of series. BBC 2 Thursdays.

During the last 10 years, there has been a wordstorm surrounding the Anglo-Saxons and Vikings. This is not simply because the silt of popular publications, television footage and radio talks is each year deeper than the last, but also reflects a growing popular awareness of the vast importance of these two Germanic peoples in their own right and as our ancestors.

Anglo-Saxon England was by far the most sophisticated country in Dark Age Europe, and Viking Scandinavia was by far the most dynamic. To them we must turn for a better understanding of our own language, our legal system, our coinage, our parish boundaries, the very look of the land, and, indeed, of elements in our make-up. It is all so easy to make unhelpful generalizations or to over-inflate, but if it is true (or even partly true) that such qualities as stoicism, back-to-the-wall heroism, nostalgia, a passion for the sea and a relish for irony are characteristic of the North Europeans today, then they are inherited from the people who lived here 400 generations ago.

In a poem composed to commemorate the courageous stand made by a number of Anglo-Saxons at Maldon in 991, while men all around them, including King Ethelred, were trying to buy off the Danes, an old warrior declares:

Mind must be the firmer, heart the more fierce,
Courage the greater as our strength diminishes.
I am old. I will not go from here.
But I mean to lie by the side of my lord,
Lie in the dust with the man I loved so dearly.

Perhaps it really is not going too far to hear in these lines a foreshadowing of the words spoken nearly a thousand years later: "we shall not flag or fail... we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the hills; we shall never surrender."

Anglo-Saxon and Viking history, however, is confused and confusing. All those Egg Kings! But if anyone is capable of blazing a trail for a really wide audience, it is Michael Wood. In his new *In Search of* series, produced by Derek Towers, the programmes I have watched, on Eric Bloodaxe and Ethelred the Unready, are much the best television I have seen this year. Michael Wood made two complex

stories both exciting and relevant; the choice of interviewees was good; the radiophonic sound effects – hints of plainchant, trumpets and horns, bellowing animals – were by turns eerie and stirring; and visually, both films were ravishing. But Wood's greatest asset is his own television persona: assured and incisive, enthusiastic (this quality potentially half-suppressed lest it overwhelms us), and mildly aggressive.

BBC back-up books are not equally good but *In Search of the Dark Ages*, combining the topics of this and the first series (Boadicea, Arthur, the Sutton Hoo man, Offa, Alfred, Athelstan, Eric Bloodaxe, Ethelred and William the Conqueror) is thoroughly well-devised for the reader making his first serious foray into this period: it would make a splendid back-up book for a level historian. Michael Wood breaks up each chapter into comfortable short sections; he is accurate (though a couple of quotations have incorrect attributions) and he writes in a breezy, forthright style, unafraid to vault the centuries in search of telling comparisons ("... despite Cynewyth's sinister role in later legends, she was no Evita"). The black-and-white illustrations, deliberately over-exposed and yet fine-grained, are effectively atmospheric.

Kevin Crossley-Holland

Drama as discipline

The aim of the third annual conference of the National Association for the Teaching of Drama held at the University of Keele last weekend was "to consider and illuminate the claim of drama in education to an undeniable status at the heart of the school curriculum".

Sixty teachers attending the conference were told by Professor Lawrence Stenhouse of the Centre for Applied Research in Education, University of East Anglia, that drama is not primarily a medium for teaching other subjects, but a distinct discipline of thought. As such it cannot be justified solely in terms of the personal development of pupils, since it involves their initiation into a specific set of skills and attitudes and a particular style of collaborative learning. Nevertheless, drama teachers could gain political clout within schools by extending their role to include that of consultant across the curriculum.

The professional development of drama teachers, Professor Stenhouse suggested, depends ultimately upon their understanding of the nature of drama rather than upon their grasp of educational issues. Almost all had drama teaching, he claimed, resulted from the use of inappropriate material. Drama teachers need to be able to perceive and utilize the dramatic potential of an idea. That means choosing material which allows for the progressive revelation, or gradual change, of character. The main cast of the conference was the observation and evaluation by the participants of lessons taught by Tony Goode and John Norman: of the Newcastle Polytechnic. The pupils, drawn from a local primary and secondary school,

were interviewed by the participants at the end of the lessons. Evaluation reports focusing on the learning outcomes for individual pupils were produced in a series of small-group sessions.

Issues raised in these reports had far-reaching implications. Michael Young, senior lecturer in sociology of education at the Institute of Education, University of London, in addressing the conference, warned that fear that drama would all but disappear from the school curriculum over the next 10 years unless there was a radical reappraisal by drama teachers of their role within the education system as a whole. One of the effects of cuts and falling rolls, of accountability and the urge towards a core curriculum, could well be the end of those subjects which might be expected to offer least resistance.

It was for these reasons that a number of teachers felt the political struggle must be taken out of the classroom. There was a danger in this response, suggested Michael Young. For the political struggle in education could all too easily be "generalized into a never-ending squabble as to who should be elected to some local union office". Questions of content and control of the curriculum were invariably neglected.

There was, however, a corresponding danger in teachers becoming so involved in the study of their own classrooms that they ignore the wider social and political issues. What was needed, insisted John Norman, was an evaluation model which would enable teachers to analyse their own practice, define its underlying principles, and explore the social and political implications.

First blooms of National Festival

These early spring weeks see the beginning of the National Festival of Music for Youth. During this time the 20 regional auditions are held from which selections are made for the National Festival itself in July.

Last weekend, Midlands auditions were held in Birmingham. On Saturday I visited Birmingham Town Hall where a great variety of groups was being adjudicated by Bill Davies, music adviser for Wiltshire, and George Pratt of Keele University.

The National Festival has its own buoyant atmosphere, floated by high standards and sense of occasion, and this regional audition was no exception. Some 20 school and youth music groups were given the chance to perform on the platform which saw the first performances of *Elijah* and *The Dream of Gerontius*. Neither Mendelssohn nor Elgar would have felt abashed for the standard was uniformly high

and the adjudicators were full of enthusiasm for the day's music-making.

King Edward VI College, Stourbridge, must have at least a claim to be the Festival's strongest supporters. Regular participants; this year they had five entries encompassing for example a strong ensemble which played some very polished Corelli and a nicely swinging swing band. Directors of music John Griswold and Joan Best produce, all this from a sixth-form college of some 620 pupils.

The big youth wind orchestras were well represented, Staffordshire Youth Wind Orchestra, 85-strong by my count, played the flamboyant overture to Bernstein's *Candide* with great panache. The Solihull Youth Wind Band, too, made a very polished sound. Of other groups I admired the Bayton Junior Wind Band and warmed very much to the support and en-

couragement which came from their conductor. The help and care they are receiving there will surely be reaped in full measure as the children grow older.

Measured by the Birmingham auditions it seems clear that big band jazz grows stronger all the time. The Solihull Youth Jazz Orchestra played with enormous drive, despite having to spend several minutes chasing a squealing electronic bug out of one of their instruments before they could start. I particularly admired their rendering of the laid back "Off Duty" by John Dankworth.

The National Festival of Music for Youth is sponsored by the Association of Musical Instrument Industries, The Times Educational Supplement, Commercial Union Assurance, The Electronic Organ Distributors' Association and the Schools Prom.

Hobbits in the home

Lord of the Rings.
BBC Radio 4. Wednesdays, 10.30 pm.
Sundays, 12 noon.

A cracking good tale such as *Lord of the Rings* usually makes good radio, and the current production of Tolkien's masterwork does it near enough justice to make a compulsive and authentic series. Whatever *Lord of the Rings* may mean, (and Tolkien insisted it was "just" a tale) it is an adventure story, a quest, with many elements that radio can create very well: tension, atmosphere, imagination.

It does seem rather an arbitrary moment to be doing this book, however. Not only is *Horde of the Things* a recent radio memory (for which they apologised last week) but we are now 10 or even 15 years away from the height of the Tolkien cult. At that time those who didn't worship and dissect both the *Lord of the Rings* and *The Hobbit* were virtually banned from every stripped-pine dinner table, and denied their portion of brown rice and social intercourse.

Critics at every level took it on, from North Londoners who found it to be a piece of crypto-fascist, demotic pretension, to W. H. Auden, who saw it as a piece of romantic, Christian, medieval mythology.

Radio is the medium of storytellers and for this production director Jane Morgan has selected the voices very carefully. Michael Horden for Gandalf was an inspired choice, as was Ian Holm's light voice for Frodo. Peter Woodthorpe's Gollum is appropriately foul over the airwaves, though sometimes excessive. The dialogue falls when two characters talk at the same time, which happens more than it should, and sometimes when the wrong tone is struck. Gandalf quite often sounds pompous rather than wise.

Where radio often falls short is in



J.R.R. Tolkien description. This is especially sad in this case for Tolkien is very good at it – staggering so with the pieces, which are not supposed to exist. But the emotions and instincts are well conveyed. Frodo, for example, setting out on his quest, can be understood to develop an instant instinct for danger as he insists on staying on the road rather than venturing into the forest, where the dark riders are.

Spoken verse works exceptionally well, which is fortunate as Hobbits often use poetry to express their more difficult moments. Evil characters in tone sinister sound-poems for their curses, while Gollum's wickedness is unerringly conveyed through sibilance and onomatopoeia.

As a straightforward, solid, Radio 4 treatment, Ma Morgan stands up very well indeed. Whether it is any kind of the eager radio listener will be led from it to read the books, is entirely another matter. Perhaps a good story well told is the best one should ask for. Gandalf himself says "he that breaks a thing to find out what it is, has left the path of wisdom".

Frances Farrer

Poet-critic

T. S. Eliot and the Romantic Critical Tradition.
By Edward Lobb
Routledge and Kegan Paul £10.50.
7100 0636 5.

Professor Lobb's object is to draw attention to the strong Romantic element in Eliot's literary criticism, and he emphasizes "Eliot's divided loyalties and the tension between his public classicism and his deep, often inarticulate Romanticism... basically Romantic in his nostalgia for a lost golden age" a reference to Eliot's famous "disassociation of sensibility" doctrine which he asserted but never satisfactorily formulated and an explication of which "is central to our understanding of his literary criticism" and of its specific indebtedness to three Romantic poet-critics, Keats, Wordsworth and Arnold, which is discussed in some detail.

Eliot would probably have accepted many of Professor Lobb's pronouncements, for he had confessed "a poet in a Romantic age cannot be a 'classical' poet except in technique"; he must, however, "anticipate in the general mood of his time." But he would rightly have demurred against that, "basically Romantic" label. Had not his whole oeuvre been a struggle against "the general mess of imprecision of feeling", and an attempt to control those "undisciplined squads of emotion"? For him the problem was not merely literary or aesthetic; it was a moral and theological one, too.

In the course of this scholarly and provocative study, we are given for the first time extracts from Eliot's 1926 Clark Lectures at Cambridge on "The Metaphysical Tradition" from Donne to Laforgue and Corbière. Learn something of his modified views on Donne, and his much earlier dating for that "disassociation of sensibility" but with no new light thrown on it.

That is, however, only one of a number of ocular pronouncements of Eliot's in which assertion replaces explication and leads Professor Lobb to consider "Eliot as Rhetorician" in which he analyses the tropes and literary devices by which Eliot endeavours to persuade us of the extraneous rightness of such assertions despite a cumulative reluctance over explaining them further.

Hermann Peschmann

Words for the ear

The Music of What Happens. Poems from The Listener 1965-80. Edited by Derwent May.
BBC Publications £5.50 and £3.95

Despite the ebb and flow of magazines devoted exclusively to poetry, established poets tend to prefer the weeklies and monthlies that regularly print poems as fillers, and the wider audience they can reach thereby. *The Listener* has had a consistent and distinguished if somewhat unadventurous record as patron of poets in recent years, and *The Music of What Happens* brings together 75 poems out of 750 printed and 20,000 submitted during Derwent May's stint as literary editor.

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Theatre and education

Walking the tightrope

Disadvantaged minorities from the Arctic to all points south have a company of champions in Theatre People, our long-established touring group. They combine a passionate concern for the predicament of Third World peoples with a deep discontent with the conditions of the dispossessed here at home. This year it's the eskimos and the physically handicapped.

The eskimos we all learned about at school are fast disappearing, helped along the road to oblivion by the "good" but questionable intentions of the Canadian government. In the name of Christianity and Progress the policy of "assimilation" has largely stripped them of their culture, leaving them ill-equipped to cope with the hostile wastes of the north and the prejudiced whites of the south.

Inup Inua is the dismal story of how, in the fifties, young eskimos (*Inuit*) were forced south into schools to learn how to become Canadians. Their own language and culture were systematically downgraded, while the culture of the white man (*Kabloon*) was downgraded. The play's young Inuit hero escapes back to his traditional hunting-grounds, but all too late. The old eskimo ways have gone. Now dependent on *Kabloon* culture, the Inuit may never again be the self-sufficient people they were.

David Holman's script is characteristically well-researched, this time with the assistance of the Scott-Polar Institute and anthropologist Hugh Brodie who taught a dashing cast (Nick Witton, Kate Buffery, Suzanne Andrews and Joseph Long) to move and speak like Inuit. In Roger Watkins' forceful production the battle between the *Kabloon's* God and the Inuit's *Inup Inua* left God trailing decidedly on points.

With *Chalperson* (written and directed by Geoff Bullen) the Centre's Islington company marked the 1981 International Year of Disabled People. Dudley, a lively 14-year-old paraplegic, cosseted and patronized by his family and invited by his girlfriend to rebel, demands transfer to the local comprehensive ("The Gravel Pit") from his special residential school. The family is horrified, the school is a "rough" school and not equipped to take "wheelies". When the girlfriend tries to drag him to a disco a furious father ejects her. All ends happily with family capitulating and Dudley riding off into the sunset with girlfriend tucked up in his wheelchair.

Chalperson walks a precarious tightrope, always threatening to pitch over into sentimentality and the play has uneasy and anxious moments. But, as in all good balancing acts, the performers kept their footing, rescuing the action from disaster by clever pacing and well-timed humour. Chairbound Chris Larner as Dudley used a face like an animated watermelon to vary the mood continuously. Sonia Meller as the seductive girlfriend was so attractively provocative that you half expected Dudley to leap at any moment from his wheelchair in hot and eager pursuit. Ian Blower and Janice McKenzie as father and sister were sufficiently over-solicitous to convince one that suffocation with kindness should be made a criminal offence.

Gordon Bowker

In the 13 years since it first appeared, Barry Hines' novel *Kes* has become something of a modern classic, in its own right and as the basis for Ken Loach's film. In 1975 a stage version, adapted by Hines and Allan Strachan, was produced at Hillside School in Borehamwood, Hertfordshire, where Strachan was and still is head of drama. The script was subsequently published by Heinemann and has since been produced in over 80 other schools throughout the country.

Now, following their widely-praised adaptation of *Bugsy Malone*, Strachan and Hillside School have mounted a new production of the play.

Wisely eschewing any attempt to emulate the film, the main action, a collage of short scenes and episodes, counterpoints young Billy Casper's life at home and at school. Simple, direct staging and efficient stage management whisked us from the Casper's kitchen to various parts of the bleak North-country secondary modern to which, his paper-round done, his pet kestrel fed, Billy creeps each morning.

Offering brief respites from the reality of sadistic games teachers and playground bullies, sequences of beautifully atmospheric slides and specially-composed music lyrically suggested the joy Billy found in flying his hawk.

Fourteen-year-old David Chessman gave a remarkably moving performance in the central part. And an enthusiastic cast of 50 pupils and staff invested the school scenes with an air of awful authenticity.

Hugh David

Princess

What could be more appropriate for a girls' school celebrating its centenary than to commission a musical adaptation of a famous children's story, set in a girls' school one hundred years ago, set in a girls' school one hundred years ago. Frances Hodgson Burnett's *A Little Princess* has been specially adapted by Nancy Dingman Watson and Jonathan Elkus, who wrote the music. *Princess* was performed at the Perse School, Cambridge last week.

Stories about schools really cannot fail, when it comes to school productions — massed ranks of children serve for many a chorus and simply have to be themselves, which they usually do with aplomb. So it was at Miss Minchin's Select Seminary for Young Ladies. The effect was heightened by suitably sumptuous costumes and sets which were evocative without being needlessly explicit. All the standard protagonists — rich heiress, suddenly come-uppance hard times, jealous headmistress, poor scullery maid, repentant business partner — were confidently tackled, with the help (I suspect) of a few choral scholars in the male parts.

Carolyn Maddox grew nicely into the role of Sara, the Popular and "Princess" who loses her father and seemingly her fortune. Joanna Gamble was a pitiful headmistress, hinting not a little at some of the realities of smart girls' schools.

Elkus seems an unlikely choice of composer, given the plethora of home-grown talents, but the choice was apparently made on the basis of his opera, *The Swan*, which the school had previously performed. Certainly very singable, his music comes some-where between Edward German and Frederick Loewe. It was admirably managed by a small orchestra, with a piano taking over at crucial moments.

Andrew Peggie

Rites of Spring

Ballet Rambert had a splendid and remarkable season recently at Sadler's Wells Theatre. It was remarkable because there have been big changes in company membership, which some people forecast would imperil the repertoire and new style built so carefully since Rambert went "modern" in 1966. But the new young dancers combined with experienced Rambert artists like Lucy Burge and Sally Owen to give exciting interpretations of Christopher Bruce's compassionate *Black Angels* (1976) and his symbolic, threatening *Cruel Garden* (1977) which are now basic elements of the Rambert repertoire. Less remarkably they fitted naturally into Richard Alston's *The Rite of Spring*, *Landscape* and *Rainbow Ripples* created for them since Alston became resident choreographer in May 1980.

Yet there are interesting changes for those who care to look, which go beyond new faces to show a fundamental difference in bodies and temperaments compared with Rambert's earlier "classical" days. This was illustrated vividly by the new team's performance of Antony Tudor's *Dark Elegies* created originally in 1937. *Dark Elegies* is a Tudor masterpiece to Mahler's *Klartotenlieder* in which, after a disaster, young parents mourn the loss of their children. It is heavy with the tragedy of its time, of Guernica and the strength of fascism. The mature dancers who created its leading roles — Maud Lloyd, Peggy van Praagh, Agnes de Mille, Walter Gore, Hugh Laing — were all in their late twenties or early thirties and so experienced enough to give it the movement dynamic the choreographer required to convey the burning inner passion of the soloists, which expressed the theme and ultimately its historical period.

In the present interpretation the last song's mood of resignation was well established but the earlier emotions of grief and drama were missing and, with them, some of the most important technical qualities and musical phrases.

A local lad, Eddy, gets his head kicked in outside a night club, the climax of a trivial incident at the bar. The script is economical but nothing special. Michael Boyd's production, though, was really the most startling, not to say stylish, of the three reviewed here. In a very intense atmosphere this drama was for real. One image: the band (and very good it was, too) played and the boppers were up at the stage shaking about. In walks a male nurse pushing an empty hospital bed. He stands tapping it to the beat, then exits again.

In comparison, the Birmingham Youth Theatre's *The Other Side* (at the Midlands Arts Centre and on tour locally) is only a sit-com version of the same thing, directed with some might say, commendable light-heartedness by Derek Nicholls and delightfully acted.

Here, too, it was the pressure to keep up appearances that got the lads into trouble, and Al Hunter's lively script — like Ron Hutchinson's, an extended anecdote, much of it spoken directly to the audience — entertained the school parties. But what was lacking, apart from theatrical brilliance, was what in the fierce Coventry production I call nobility. Dignity.

D. J. Hart

Life, opera, education

I suspect that part of the Anglo-Saxon's difficulty with *Die Frau ohne Schatten*, centrepiece of the Welsh National Opera's triumphant London season, is that for all his passionate interest in education, he fails to share the Germanic obsession with *Bildung* and its artistic expression. This is typically seen in novels like Goethe's *Wilhelm Meister* and Thomas Mann's *Magic Mountain* which tell how rival pedagogic theories compete for the privilege of moulding some raw youth.

"The German," as Stephen Spender has well said, "tends to think of his life as an operatic cycle emerging from a series of myths... Every German can readily explain him- or herself in terms of What We Have Been Through."

Music and opera are perfectly tuned to echo the contrapuntal development of personality. They are the most potent of the arts when it comes to helping us experience on our own pulse the "sentimental education" of others, the painful ways in which we reach out towards others and, like the dyer Barak and his wife in a *coup de théâtre* of the WNO's *Die Frau*, stumble towards where we think the other person to be, only to miss because we were aiming in the wrong direction.

Strauss and Hofmannsthal hoped that *The Magic Flute* would, as it were, be heard behind the scenes in their own allegory of the high and low roads — one for a transcendent princely pair, one for shadow-throwing earthlings — to fulfilment in life and love. And so it can be, though it was perhaps inevitable that *Die Frau*, written at the time of the First World War, should carry so heavy a symbolic burden, and such a weight of psychological angst and misery. The rhapsodic world of the Emperor and Empress (Tamino and Pamina) has no cheerful counterpart in the whistling groundbass in hard-done-by Barak and his wanton wife — really characters out of *Wozzeck*.

The Belgian director Gilbert Deflo makes *Die Frau* seem an ever more multi-layered work than one had remembered. The diffused blue-grey lighting, asymptotic perspectives and Lego-like construction of spaces at one

Peter Brins

primeval and futuristic, were all commonly reminiscent of Walter Wagner. The Nurse's magical con- ditions were, by a truly inspired stroke, accomplished in Kabuki-theatre style by "invisible" hooded assistants. On the Falcon-house scenes were bleakly realized.

Richard Armstrong drew impressive sonorities from his orchestra, allowing the music to unfold organically right through to the end. Apart from the unschooled tenor heroics of Mark Kastur's Emperor, it was a strong cast with Paulino Tinsley as pursuivant of the Wife's tender music as in her first pointed anger, Anne Evans rising to the radiant lyrical demands of the Empress's music, Patricia Payton dark, plumy voice just right for the sinister Nurse, and Norman Bailey's vibrant voice as the Dyer.

The WNO's other London opera were scarcely less impressive. David Pountney's enchanting staging of *The Cunning Little Vixen*, with Helen Fiel equally agile of voice and limb as Vixen, won the warm approval of the Czech companion, who was amazed at how cleverly the stylized set evoked the Bohemian countryside.

With the sound of Strauss's huge orchestra still reverberating in my ears, if not in the theatre itself a day later, I took all of the long overture to *Die Frau* to adjust to the grace and formal discipline of Handelian opera. Although eloquent programme notes failed to whip up my own dormant interest in *Caribaldo*, *Grinvaldo*, *Edgardo* and other eminently forgettable, this was an exceptionally happy venture in "authentic" modern Handelian staging. If personally would have welcomed more ornamentation on the *capo* repeats, and a less constrained style of movement, but the balance between Julian Smith's orchestra and the singers was as idiomatic as one can go without using original instruments.

André Serbat's production, which put everyone in court costume of Handel's time, was like the setting itself a multi-layered bridge between the stage conventions of Handel's day and the technical possibilities of the modern stage.

Patrick Carnegie

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Lingo

"Television?" a former *Guardian* editor is reputed to have said. "The word is half Latin and half Greek. No good can come of it."

Now that the Classics have been left for dead, few of us notice and still fewer decri the incongruous hybrids and vulgar neologisms that once offended sensibilities and boded ill for civilisation. Semantic conservatism is a lost cause. Even rearguard philologists know better than to mourn publicly for "disinterested", deplore "under the circumstances", or complain that "pre-emptive" is "aggravating" and "sophisticated" isn't what they used to be. Hopefully, as they say, we are all laid-back democrats at this moment in time, paying out dues to contemporary usage. Speech-wise, anything goes.

But, though pedagogues no longer mark intruders with indignant red ink, we may still spit blood in private. Linguistic purism is a conditioned reflex, the prerogative, in past generations, of the pedagogue, and in the present of the split infinitive and such solecisms that now undid it in solitude with stifled groans.

For me, the lexicon of love is particularly fraught with allergens: "interrelating" and "interrelating"; "the man in your life"; "her vocabulary"; "a live-in-lover"; "mutual marriage"; "open" or otherwise; and third person reflexive to oneself, for the benefit of

infants: "Mummy's coming", "Nana's here". This might suggest that teeth are set on edge by sour grapes, the jealous sense of exclusion from alien intimacies, but what riles the outsider in these and other expressions of warmth is the complacency and self-regard which they embody. Hell is other people making themselves at home and sitting comfortably.

A social worker who reports that someone on her case-load has "gained insight", come to terms with her situation, and reached a mature decision", means that the client, expertly handled, is doing what she's told. A critic who describes a book as "vivid" or "vibrant" feels pleasantly vivid and vibrant himself, while "deceptively simple" signals "How's this for perceptiveness and acuity?" "First-class mind", "right calibre", "decent chap", "well-rounded, individual" and "absolute poppet" are all commendations that sing their own praise and pat their own backs.

Every trade has its self-celebratory signature tune; its patent version of "My Way". Professors dwell lovingly on "academic rigour", philosophers reign over "universes of discourse", teachers patronise the hypothetical claim having "all the answers" or "hard and fast rules". In adopting "scenario" to replace "economic forecast", the Reagan administration draws attention to the star of the show. Whenever politicians and pundits sum up developments — or what-have-you — "across the board", "in an overview", "That's what it's all about", "at the end of the day", they are settling snugly into me-shaped office, putting both feet up with "each and every one of us", "part and parcel", "fair and square", "up and down the country", and faintly on surfeited listeners the hapless pieces of their minds.

Marion Glastonbury

books

To make Superman fly

Roger Stephens on video production

The Focal Guide to Movie Telling. By Philip Jenkins. £3.25.
Using Videotape. By J. F. Robinson and P. H. Beards. £4.50.
Special Optical Effects. By Zoran Perle. £9.95.
Video in Education and Training. By James McInnes. £9.95.
All published by Focal Press Ltd., 31 Fitzroy Square, London W1P 6BH.

These four practical books about media production by a former actor, "one of the world's leading experts" on special optical effects, a couple of ex-BBC engineers and one Philip Jenkins, about whom no autobiographical details are revealed.

The style and scope of the books vary: there is terse biffin-speak from the BBC men, a smattering of Chaucer and the Bard from the green room to help the "shiny toys" go down, a bias towards hyper-expensive machinery from the world expert, and a mini-encyclopaedia on a specialist area utterly devoid of personal anecdote from Mr Jenkins.

Between them the books overlap to cover the kind of practical work being undertaken in schools, often in conjunction with a growing number of communications oriented exams, from CSE to A level. Only *Video in Education and Training* is deliberately aimed at servicing this current classroom practice. A tone of depressed realism prevails: "Many teachers are deterred from using video because they feel that they cannot stand the comparison (with programmes costing thousands of pounds) and are totally unaware of the other things it can do. If you present video, not as a programme, but as some pictures and sounds that you have, then there is little risk of your students confusing your presentation with an attempt to make a television programme."

Although heavily biased towards practical concerns the index lists seven references to media studies, the first of which indicates the author's rather fatalistic attitude: "A recent survey in the UK concluded that most children spend more time watching television than they do in school. ... If the television screen has such an attraction for many young people, it is irresponsible for us to ignore it and to hope that, by some miracle, it will go away. It won't! Too many influential people and institutions have invested too much in it for that to happen."

Nowhere does Mr McInnes define what he means by media studies (in several instances the page reference contains no

mention of the phrase, merely descriptions of tenuously connected classroom activity). For example we are told that "younger children ... can make cardboard do things that real people cannot do ... Their heads and limbs can fall or fly off ... Dinosaurs can live." (1) The list is endless, but has little to do with what has come to be seen as one of the main concerns of any media studies course worthy of the name: the development of an actively critical awareness of precisely those "influential people and institutions (who) have invested too much" for television to be ignored.

Doubtless Mr McInnes would argue that it is not for him to direct the attention of teachers to such areas. A nod is as good as a wink after all. The author's adopted role of all round enthusiast aimed to solve other people's problems "the first videotape I ever made was for a college catering department. It was a fairly simple recording of one of the lecturers butchering a lamb carcass. The department had found that ... they were using four lamb carcasses just to demonstrate" has perhaps blunted his intellectual curiosity about his own role.

The escape route from a professional cul-de-sac of this sort could well lie in following his own advice to teachers planning to make their own video productions. "Until we have answered three basic questions we cannot even decide to produce anything. These three important questions are: What do we want to say? To whom? For what purpose?"

These questions need not be confined to the classroom and have a particular relevance to the activities of the aforementioned influential people and institutions. For serious students must be asked: "What do the influential people and institutions (want to say? To whom? For what purpose?" This leads inevitably to the question "Do we agree with this purpose, and if not, how do we use the skills taught us (by such people as Mr McInnes) to construct and, most importantly distribute messages for our own purposes?"

It is worth mentioning that these very questions were among those raised and to some extent answered in the Thames Television "Viewpoint" series. These were 10 programmes originally broadcast in the mid seventies, banned by the IBA in response to a protest from Southern Television, and subsequently rebroadcast minus the naughty bits (including information about big business involvement in mass broadcasting).

It is not really good enough so long

afterwards for a book which purports to "demystify the whole subject of video equipment and usage" (my italics) to make no reference, either in the main body of the text or in suggestions for further reading, to the series nor to the wealth of literature which attempts to throw some light on the problems associated with the presence of media in education. In particular the use of the media as a vehicle for the production and consumption of educational information tends to be based on assumptions about the neutrality of the producer and the passivity of the consumer which need to be examined closely.

These criticisms aside, the book works quite well as a multipurpose instruction manual cum recipe-book for low budget productions, and much useful information can be found on such topics as the camera and the lens, the art of editing, video systems, and planning a piece of communication. It is no better or worse than a dozen other books on the subject produced in England over the last 15 years, and lags far behind some of the best American publications which pack in a lot of technical information while managing to remain "reader friendly".

The tendency of British writers to run for cover and assume the many shades of grey considered appropriate for a technically inclined subject is even more pronounced in *Using Videotape*, a bluffer's guide to landing that first job in television engineering. A double page for each topic, heavy-type sub-headings above a welter of numbered paragraphs and an aridly dogmatic style, as for example in its statutory double page on "VTR in Education". It is not worth making a videotape unless it is to be used several times. It takes at least (their italics) five times longer to prepare a talk than to give a straight talk or demonstration. The recording therefore should need to be used at least five times.

In general the average reader is asked to absorb more information about, say, helical scan in its varied manifestations—from Alpha wrap to Omega wrap (not forgetting two headed wrap)—than he or she may wish to know.

To be fair (for a moment) Media Manuals, of which this is one example, are described in the blurb as "your guides to skills and jobs in television and film making ...". Whether the text need therefore be so relentlessly humanoid in tone remains open to doubt.

The Focal Guide to Movie Telling is just that (complete with animated frogs) and *Special Optical Effects* tells how you too (plus a million dollars) can make Superman fly.

Mind as blank tape?

The Growth of the Child. By Jerome Kagan. Methuen £3.95. 416 73190 2

Educational ideologies are notoriously difficult to change and conflicting ones usually defy resolution. This should surprise no one, for, like all ideologies, they have an ethical basis reflecting our ideals about childhood and maturity and our aspirations for society. But they also reflect our assumptions, even if only tacit ones, about the nature of psychological development. As Jerome Kagan argues in this book, people whose concern for social justice leads them to want a more egalitarian society have been attracted to psychological theories that hold experience to be the primary determinant of psychological differences among human beings. Some theories have included the corollary that the effects of early experience are to a great degree irreversible, thus embracing a determinism almost as strong as the view, so distasteful to the egalitarian, that psychological differences among individuals are genetically determined.

Kagan does not deny the importance of experience in psychological development but argues the child's mind as a blank tape initially recording every experience and that supposed adverse experiences in infancy are irreversible. This book contains 12 essays in which Kagan cites evidence against such strong determinism. He argues for resilience as well as continuity in human development and proposes relativism as a basis for investigating and understanding human development. Relativism requires that in devising instruments for experiment and testing and in interpreting their results psychologists should pay attention not only to the objective qualities of a stimulus but also to the way an individual categorizes and interprets it. Thus, an event may be frightening

to one child but not to another; in one culture certain kinds of behaviour by mother may indicate rejection of her child whereas in another culture they are more common and indicate loving care; the degree to which a stimulus is novel and interesting to an individual is related to his experiences.

Kagan's notions of relativism and resilience are not meant to deprive psychologists of their living by requiring them to generalize. Relativism requires that generalization be based on a definite statement about the state of the individual as well as the context, and resilience requires that attention be paid to present and recent experiences as well as to remote ones in an individual's past.

Kagan examines several themes important to teachers including intelligence, natural deprivation, motivation, sex differences, the development of emotion, childhood and early adolescence. Despite these themes, however, the book, through these themes, is the relative perspective gives the book coherence. A careful reading of the first two chapters, necessary to grasp this perspective, has various implications.

A relativist approach in education clearly makes more exciting demands of teachers than one based on the view of children's minds as blank tapes. It may be assumed that curricular content will be received like a copy by pupils as long as they are induced to pay sufficient attention. Relativism requires a teacher, first, to select curricular content and, second, find ways of evaluating it on the assumption that it will be differently interpreted by individual pupils. But, perhaps in effort, knowledge and skill that such a demand is compensated for by the optimism made possible by the assumption that, given favourable conditions, a young have a great capacity for change and for the growth of unexpected competences.

Joan Tamburri

On the fringe, behind the curtain

John Spurling on stage censorship

The Censorship of English Drama 1824-1901. By John Russell Stephens. Cambridge University Press £17.50. 521 23021 7

Although Lord Chamberlaine have carried the buck for stage censorship more or less since Tudor times, it was of course a paid official, the censor-sounding Examiner, who did most of the dirty work. John Russell Stephens' slim, well-packed account of Victorian censorship lifts the stones to reveal some of those plump but on the whole mild and well-meaning hacks—mostly from the fringes of the theatrical or literary worlds.

Under George Colman, the Examiner from 1824 until 1836, the main targets of censorship were politics and religion. Mary Russell Mitford's *Charles the First* was banned in 1825 "because it amounted to everything but cutting off the King's head upon the stage". Colman's successor, Charles Kemble, banned Victor Hugo's *Ruy Blas* "lest playgoers should perceive in it, allusion to the choice of a husband Her Majesty was then about to make" and when, 14 years later, William Donne, the most liberal and conscientious of all the nineteenth-century Examiners, found nothing objectionable in the play, he had to withdraw his licence in a hurry "because it was understood that Her Majesty was displeased by the representation of a Queen in love with and finally marrying a footman in livery".

But, Colman, who before he was appointed Examiner had been a fairly risqué playwright himself, specialised in cutting religious references. He would not even allow the mention of angels, let alone Heaven, God or Lord. Plays with Biblical subjects were not licensed at all, nor could the Bible itself appear or even be mentioned on the stage. These restrictions continued under Colman's successors; by the force of public opinion rather than the personal belief of the censors. In 1852, under William Donne, *The Hebrew Son* or, *The Child of Babylon* was refused a licence for being the story of Joseph and his brothers and even a second version

with a fresh title (*Robert; or, the Fiend of the Volcano*) still failed to qualify.

The Victorian equivalent of the modern police or spy thriller was the Newgate novel and its adaptation, the Newgate play. Its chief hero was the highwayman or prison-escapee Jack Sheppard, executed in 1724 at the age of 22 and made his own again in 1839 by Harrison Ainsworth's sensational novel. Charles Kemble licensed two versions for the London stage but when, shortly afterwards, a Swiss valet named Courvoisier, sentenced to death for murdering his aristocratic employer, admitted that the idea for the crime came to him from reading *Jack Sheppard* and seeing one of his plays based on it, the censors cracked down. The general ban that followed on the Newgate novel, on the nobility, and on the economy as it faced the impact of war and the two natural disasters of grain scarcity and bubonic plague. Some things inevitably got left out, most notably the church and the world of learning. This may be regretted, but throughout the author holds closely to his central theme: how the English state responded to war.

The chapter on the Black Death of 1348 is particularly interesting. How many died, and how the plague spread, are still matters of controversy among historians. Dr Fraustweit suggests a death-toll of a third of the population, but that it is by no means clear that it was the black rat which was responsible for the Black Death. It is a third animal and does not travel far from its nest. A more probable explanation is that the epidemic moved simultaneously through the human and animal populations, the chief medium for the transmission of the fatal bacillus being wheat and other grains. Contemporaries had little idea as to its cause. Dr Fraustweit's surprise, however, that English art of the later fourteenth century does not reflect a mood of pessimism, is surely belied by the appearance of the sculpted cadaver on the tomb of this period.

Adrian Johnson

Goddess next door

Elisabeth Henry

The Greeks. By Kenneth Dover. BBC Publications £7.95. 563 17805 1.

The Search for Alexander. By Robin Lane Fox. Allen Lane £12.95. 7139 1395 9

In their search for an authentically direct look at familiar subjects, and in order to write from fresh experience for a non-academic public, two Oxford scholars have moved far from the academic world. Kenneth Dover into the television studios, and Robin Lane Fox to the Hindu Kush.

This is what many of us have long been urging classical scholars to do; so it may seem churlish now to complain. Both of these books however seem to suffer from a malaise which leaves the reader dissatisfied and not stimulated.

The new biography of Alexander makes few direct references to the author's journey, and its scope differs from Lane Fox's earlier *Alexander the Great* chiefly in being more condensed and more up-to-date. It includes chapters on the royal tombs discovered in Macedonia in 1977 and on the recent finds at Ai Khanum on the Oxus. The illustrations throughout the book are spectacular, better even than Mary Renault's a few years ago, but ranging as they did from superb landscapes to Persian and Flemish paintings from the medieval Alexander-romances. Lane Fox's account of Alexander is wholly sympathetic. He emphasises the inspiration of the Achilles ideal, and interprets his vision of an Empire built on "concord" in the same lofty sense as Tarn did.

The Greeks is not a straightforward history, nor does it follow the four-part form of the recent television series, though that is the source of much of the material and all the illustrations. The range of passages

quoted and discussed is astonishing for so short a book, and the comments are not conventional ones. Dover has a personal view of what made the Greek genius uniquely important for Europe; Greek innovations, he says, "proceeded from one fundamental revolution in attitude: the fundamental revolution in intellectual freedom which made Greek historians capable of objectivity and Greek thinkers insistent for definitions."

Both authors then have a conviction that the people they present are significant for us, and admirable; neither seems to believe that the "general reader" will attend to an expression of this conviction if it is made in the clear and exact way they would consider necessary if writing for an academic audience. The writing in both books is tawdry. A passage at random from Lane Fox offers one cliché after another: "the priorities were clear", "Harpalus had found no joy", "the dream had worked". Dover can be so glib that meaning departs altogether: "if Greek is Elitist, that's one up to Elitism."

Many academic books would be enhanced by visual material such as these two possess. In getting this illustrative beauty, it is necessary to lose all the virtues of clarity and order in the use of English? Must a modern writer who admires the Greeks say of a female figure in stone "if she has sixteen tits and a crocodile's head, we know she's not the girl next door", or describing Thais and Alexander say that they "Dung torches for fun into Xerxes' gloomy hall ... the finest bonfire in all ancient history"? This does not bring Diana of the Ephesus, or Alexander of Macedonia, home to the reader in Sidcup or Heckmondwike; it effectively banishes them to the Centre of the Earth, if not the Planet of the Apes.

Three Teds

The Three Edwards: War and State in England 1272-1377. By Michael Prestwich. Widenfeld and Nicolson £10.95. 297 77730 0.

This study of the three Edwards concentrates on the problems posed for the medieval state by the demands of war. Edward I conquered Wales. His son, Edward II, was defeated by the Scots and deposed. Edward III defeated the French at Crécy and Poitiers, only to face at home the ravages of famine and the Black Death.

Dr Prestwich writes with assurance on these later years of the thirteenth and central years of the fourteenth century, into which the regions of his three Edwards fall. Wars need money and men, and kings must look both to their governments and their people. It is no accident that in this period of almost continuous military adventure the principal constitutional development lay in the evolution of parliament.

The book is well organized. Narrative chapters are devoted to each of the three reigns, but interspersed are other, important, analytical chapters on the development of parliament, on the nobility, and on the economy as it faced the impact of war and the two natural disasters of grain scarcity and bubonic plague. Some things inevitably get left out, most notably the church and the world of learning. This may be regretted, but throughout the author holds closely to his central theme: how the English state responded to war.

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Adrian Johnson

Game playing

The Games War: A Moscow Journal. By Christopher Booker. Faber £5.95 and £2.95.

Christopher Booker was invited by the *Daily Mail* to write a series of background articles in Moscow during the Olympic Games last year. He has now produced a first-class account of first impressions of Moscow with enough depth to leave the reader much to ponder. The author has the journalist's friendly eagerness for new contacts and eye for significant detail, and his writing at once recreates the exhilaration of an enquiring mind with a new assignment. He evidently worked hard beforehand to supplement his knowledge of Russian literature with much background reading of, among many others, Maurice Barling, Orwell and Fitzroy Maclean. He returned like most of the journalists living "Them" (the Russians) and having "It" (the System).

The book itself is a lively hotchpotch. Setting happily to walk about Moscow the author is soon frustrated by the unexpected impossibility of following up an introduction to a Russian family, and later by his failure to dine in the Old Town in Tbilisi, while on a brief well-researched trip to "occupied" Estonia. His descriptions of, for instance, the workweek appearance of Lenin's corpse (but is it really Lenin?) remain always vivid, written with a suitable mixture of four-square Puritan earnestness and cavalier gaiety. As a first-timer in Moscow he is impressed by much that the older hands would no longer notice, for instance the agonising grime of the Kremlin.

Disappointed at being cocooned together with the other journalists in an archipelago of higher hotels, he was nevertheless impressed by the scale and efficiency of the organization, which outdid even Hitler's Olympics of 1936. Only a small part of the book describes sporting events, but the author is concerned throughout to trumpet the Soviet claim that the Olympics were purely sport, not politics.

At the end he returns like other journalists on the plane with an involuntary cheer. Meanwhile the dissidents, the real heroes of either system, are once more being purged. Mr Booker concludes that the regime amid economic stagnation cannot last much longer.

A.M. Rendel

Paperbacks

Nature, nurture, national health

Jill Turner

Natural Medicine. By Brian Inglis. Fontana £1.75. 00 635602 8.
The Challenge of Homeopathy. By Margery G. Blackie. Unwin £2.50. 04 61304 2.
You and Your Heart. By Paul Kezdi. Penguin £1.75. 14 02 2398 7.
The Family Medical Handbook. An A-Z Guide. By David Kelleff Carding. Unwin £1.95. 04 616020 5.

Like most academic institutions, our medical schools find it easier to pass on an accepted body of knowledge than to look at unsettling and open-ended questions. Doctors can cope with their responsibilities more easily if they are on familiar and circumscribed ground, and many patients find it comfortable to think of them as omniscient.

In a world of closed shops and closed minds, Brian Inglis makes a strong case for "keeping an open mind". He wants a re-evaluation of "natural" medicine—of all those approaches which aim to assist rather than supplant nature's own healing forces. If he chooses to describe what is convincing about telepathy and divination, that is a welcome antidote to the widespread dismissal of unorthodox practices.

Inglis's book is not a guide, as the publishers claim, but a history, which is much more interesting. The striking impression is that the fundamentals have not changed much since the days of folk medicine and herbal remedies. The basic ingredients are still the same—animal, vegetable and mineral extracts, rediscovered by the great drug companies—and the state of our health still depends in a way, and to an extent we do not understand, on our own state of mind.

Inglis traces the division between the vitalist belief that psychological, psychic or spirit forces are responsible for making

people ill and have to be invoked by witch doctors to make them recover, and the mechanist belief that people become ill because of "over-indulgence or sitting around in damp clothes" and that they needed "rest or a suitable diet".

The various unorthodox schools do not lend as much support as they might to each other. Practitioners of homeopathy, for example, regard it as the alternative medicine, the alternative to allopathy and do not like it to be lumped in with other therapies practised by unqualified people. Ever since Samuel Hahnemann found that quinine produced on him when he was healthy the same feverish symptoms malaria patients suffered, it has become clear that what are regarded as the symptoms of the disease might be those of the body's resistance to it. The aim of treatment, Hahnemann decided, should be to assist them by adding like to like rather than try to suppress them with a counter-agent.

Margery Blackie, the Queen's Physician from 1669 to 1679, explains that homeopathy uses constitutional remedies, such as phosphorus for a hypersensitive boy, remedies for general symptoms, such as sabbatille seed for a blocked head, and various potencies of substances to which the patient is sensitive. But that is as far as her explanation goes, and we are left with a list of components and unsubstantiated claims for them. Anecdotes are not enough: we need a physiological explanation of how these extracts work if the accusation that homeopathy is placebo medicine is not to be made.

Why, one wants to know, should different drugs be needed for either side of the body? Do homeopaths understand it, or have they simply found it empirically to be so? But what is uncontroversial is that homeopathy has made us look again at the value of non-treatment, of leaving the

body to cure itself, of looking at the whole person, and of looking at the type of person.

You and Your Heart, looks at the factors contributing to heart and circulatory disease—an unlucky 13 of them. And these are a list of everything we are and do if we are not already dead—sex, heredity, age, physique, emotions, environment, work, food, drink, sleep, sex life, smoking and exercise—it is hardly surprising that half of us succumb one way or another. The only factors the individual can affect are blood cholesterol, high blood pressure, smoking and physical inactivity. Once again the basic lessons are simple: diet, exercise and non-smoking. Professor Kezdi adds his own vitalist touch. A healthy and happy life can depend on keeping a little faith, a little humour, and a twinkle in your eye, he concludes. Do not let this thorough little book make you a victim of anxiety.

Like Kezdi's book, *The Family Medical Handbook* is an attempt to avoid ignorance and inaction. Its emphasis, since it is written by a general practitioner, is on knowing when to call the doctor. Each condition is explained and coded for urgency—the catch being that the patient must have made a diagnosis, and the dangerous conditions are often ones like meningitis that even doctors find difficult to spot. But the book will fill in the gaps for patients too frightened to ask their doctors to explain and most of the entries are clearly written, even if the drawings could have been better.

The entry on snoring, however, is enough to make one sit up. Many people snore because they have backache, it says, and it is worth trying two aspirin, combined with a cord tied round the waist with a cotton reel at the back. There are more comforting ways of getting people to sleep on their sides.

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Dr MARGARET E. WOOD

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resources

"We're rewriting our geography syllabus to include more studies of developing countries ... what resources are available?"

"Can you help me to find up-to-date development statistics?"

"I am looking for information and teaching resources on ... the Caribbean ... urbanization ... aid to developing countries ..."

We are setting up a Third World Resources Centre ... organizing a Brandt Day ...

These extracts are taken from some recent letters to the Centre for World Development Education (CWDE). To judge from the steady, and growing, inflow of mail there is increasing awareness of the importance of world development studies as part of the geography courses taught in schools.

Some teachers with a personal experience of life in another country seek classroom materials to supplement their own resources. Others need information about a particular topic, or, perhaps, simply wish to find out about new teaching resources that reflect current thinking in development studies.

Perhaps CWDE is best-known in schools and colleges as a centre for teaching/learning resources about the developing world—particularly Africa, Asia, and Latin America. CWDE has continued the tradition established by its predecessor, VCOAD (Voluntary Committee on Overseas Aid and Development), of selecting publications on a wide range of development issues, and fitting them, with descriptive notes, in a mail-order catalogue. Ten thousand copies are printed; many of these go to geography departments. There are more than 350 publications obtainable either by post or at

Developing curriculum

Hilary Strudwick on the Centre of World Development Education

CWDE, where all items can be inspected in the Catalogue Display Resources Centre.

Resources include books, pamphlets, slide sets, multi-media teaching packs, photo sets and posters. Their contents vary from primary school worksheets to higher level discussion papers and books.

Some resources are appropriate for more than one age-ability/interest-level. Parts of the CWDE pack, *Change and Choice: Britain in an Interdependent World*, have variously been used to help third-year pupils to understand Britain's dependence on developing countries for raw materials, to give fifth-formers an introduction to the growth and workings of a multi-national corporation, and to stimulate an informed A level discussion on world food problems.

One geography teacher planned to use the 18 fact sheets from the pack, which give diagrams and tables of statistics, as the basis of an introductory statistics course.

Further publications containing up-to-date statistics on development topics are obtainable through CWDE. Interpretation of this numerical data is made easier by reading widely. Newspapers and development publications are important sources of information.

The CWDE journalist staff produce a monthly development magazine, *Action for Development*. This contains articles on general development topics, special features (there are four pages of background information on El Salvador in the

current issue), education pages, a summary of the main points of relevant development articles from the national press of the previous month, and two pages of book reviews.

Time and again teachers comment on the value of a handbook first produced over 10 years ago but, since then, regularly revised, updated and rewritten. Now in its sixth edition, *The Development Puzzle* presents a cornucopia of teaching ideas, factual information, articles by educationists, and resource lists. A complementary publication is *Ideas Into Action*, a handbook from the "World Studies Project", which contains 13 case-studies written by teachers from their classroom experiences.

Other practical handbooks from CWDE are the *Changing World* series, each produced by one of the CWDE study-action groups of teachers and educationists. The geography booklet presents an analysis of the development content of textbooks commonly in use in secondary school geography departments, together with a general review of each book. The assessment criteria are outlined and explained. These provide valuable reference points for the evaluation of other publications and textbooks are not reviewed in the booklet.

In addition to catalogue resources, visitors to CWDE have access to a reference collection of development books, periodicals, magazines, and newspaper cuttings. There are publications by such organizations as the

United Nations Information Service, the World Bank, the Food and Agriculture Organisation (FAO), and the World Health Organisation (WHO). Each month some 30 to 40 new items are added to the collection. Although it is not possible to run a loan service there is working space for the library users, and low cost photocopying facilities.

But CWDE's services are not restricted to people within reach of the London headquarters. Within the last year the organization has been extremely fortunate to obtain the services of several volunteer staff. As well as two London-based recruits, five volunteers, all professionally qualified, are working in country or provincial regions that would otherwise have no direct access to advice, information and resources aid for development studies. Their work has official backing from the I.C.S.A., and schools have welcomed their services. CWDE is actively seeking further contacts from volunteers with qualifications and previous experience in appropriate disciplines.

In his introduction to the recent report of the Independent Commission on International Development Issues (the "Brandt Report") Willy Brandt, chairman, writes of the need for "schools all over the world to pay more attention to international problems so that young people will see more clearly the dangers they are facing, their own responsibilities and the opportunities of co-operation—globally and regionally as well as within their own neighbourhood."

A groundswell of interest in the inter-relatedness of world societies and economies is perhaps reflected in the demand for CWDE's publications on Brandt issues. Combined sales of a four-page summary of the report and six-page background leaflet, *Britain's Links with the Developing World* have exceeded 40,000 copies.

Just released is a 20-minute slide/cassette-tape unit, *Facing Up To Change: Britain and the Brandt Report*. This presentation examines ways in which some of the Brandt report issues are relevant to Britain, in particular trade, aid and employment. Designed initially for non-specialist adult groups, this resource will also be appropriate for students in upper secondary and in further education.

The Brandt report has generated much interest in world development topics. CWDE serves both the formal and informal education sectors by organising meetings and providing information and resource materials. In formal education, the new 16 phi examination syllabuses are being compiled. CWDE is beginning to be involved in discussions with people working in this area. The East Anglian Board has already indicated development studies in its provisional syllabus, and it is hoped that other authorities will also give full consideration to the inclusion of a development dimension.

For further information write to Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH. Tel: 01-730 8332/3.

The Extra this week on geography is mainly devoted to development education which is the theme of the Geographical Association's annual conference. Pages 27-34.

System and belief

Joan Godly on an Open University series

OPEN UNIVERSITY
Science and Belief: Darwin to Einstein.
BBC-2.
Scientists remember Germany 1918-1945. July 4 11.50 a.m.
The Pure Gamete. August 11 11.50 a.m.
Skull. August 29 11.50 a.m.
The Tennessee Evolution Trial. September 9 4.30 p.m.
Other programmes in the series are: Eherel. Fallacies. February '28; Lord Kelvin's Clock. March '28; Einstein's belief. May '22; and The Wave-Particle Paradox. May '30. The series producer is David Jackson.

Science and Belief sets out to examine some of the problems which arise when new scientific ideas impinge on contemporary thinking.

The scientists we are privileged to see remembering Germany and the political climate in which they worked, are Sir Harold Thompson, Sir Rudolf Pielis, Professor Otto Frisch, Sir Hans Krebs and Professor von Weizsäcker. They remind us that Germany in the 1920's was an international centre of intellectual thinking, not only for science but also for drama, poetry and painting.

The political changes occurring in the late twenties do not seem to have been recognized as relevant to these men until later, when, for example they felt the pressures put on them to join the Nazi Party. "... a person can only be two of the following: Nazi, honest, intelligent." Some mention the difficulties imposed by the fact that many of their friends and fellow-scientists were Jews like themselves.

These men knew and worked with, and were privy to the thoughts of scientists like Bohr and Heisenberg, so that what they have to say has valuable historical significance and particular relevance to the impact of scientific developments on society today. This is especially pointed where they are discussing responsibility for the development, and subsequent use by the Allies, of the atomic bomb—"its use was nothing to do with us—we did not know the military position ... we left those judgments to the military and politicians."

Barler, Heisenberg knew that such a weapon was possible and had contacted Bohr with a view to some sort of international agreement. Though undramatically presented as a series of "talking heads", this is a gripping programme, and while some technical knowledge would be required, the programme, though and disturbed by this examination of relationships between science and government and society.

"Skull" is a much more light-hearted affair, although the first head we see is immediately smitten off by a guillotine. The programme follows the development of face and head studies from a Black Art to the systematic study of physiognomy, and "phenology" in the late Eighteenth Century, through the popular pseudoscience of reading character from facial geography and feeling bumps on the skull, to modern developments in brain physiology and mapping.

Techniques of modifying behaviour by lobotomy are discussed together with the use of electric shock and chemotherapy. Although entertaining, the programme as a whole is somewhat loosely constructed. Nevertheless, it touches on the underlying seriousness of the social implications of the direct control of human behaviour.

The work of William Bateson (1861-1926), who linked several lines of genetic and evolutionary thought, is described in "The Pure Gamete". Darwin's suggestion of a blending form of heredity was called into question by Mendel's fundamental concept of germ cells carrying

one only of a pair of genetic factors, i.e. the pure gamete theory. Although variation and inheritance are central to evolutionary theory, many years passed before de Vries drew Bateson's attention to Mendel's classic experiments.

Bateson had already studied variation in some detail and realised at once how Mendel's work reflected on his own, and its importance in explaining a mechanism by which evolutionary change could have come about. Bateson's later work laid the foundation for modern genetics, although some of his ideas have subsequently been modified in the light of new knowledge.

The programme is historically interesting, particularly to students with some background in this field. It is a pity that Mendel's early experiments are so miserably demonstrated in a lengthy excerpt from an O.U. course on genetics. The presenter shows us some tiny trays of elderly pea plants intended to illustrate the varieties used by Mendel, and actually attempts a genetic ratio from one pod of seven seeds! Although he does eventually let fall that Mendel himself used many hundreds of plants, this can hardly help students appreciate the importance of statistical validity.

"The Tennessee Evolution Trial" is a dramatised documentary about the events which took place in Dayton, Tennessee in 1925. A school teacher, John Scopes, was asked to test the Butler Act by teaching Darwin's theory of evolution in his State School, and inevitably, to stand trial.

The son of Doctor Robinson, one of those originally involved, tells the story, interspersed with actual black and white film sequences of the time. He sets the scene—the quiet, comfortable town which attracted little attention until, into the arena provided by the trial, stride two giants of the American legal system, William Jennings Bryan, leading the prosecution, and Clarence Darrow defending Scopes.

The town was invaded by crowds eager, not only to take sides on the main issue, but also to witness the confrontation between Bryan the democrat, standing fast for religious fundamentalism, and Darrow, agnostic evolutionist, and great legal defender, firmly believing in his tenet that "the thinking minority is always right" and "the unthinking majority (represented by Bryan) is always wrong."

In the carnival atmosphere, and the shouting matches inside and outside the courtroom, Scopes himself is lost from public attention, and almost from the programme, though his conviction, and subsequent career in a University are mentioned later. Bryan died six days after the trial. Dayton's legacy was a reputation for the ignorance and bigotry of its citizens.

As the programme points out, the problem of control over what is taught in the schools of a democratic society is still not resolved, and this particular issue of Darwinism is even now argued in some states in the USA. Moreover, Darwin's views of the mechanism of evolutionary change are currently being challenged, traditionally, of course, by Creationists, but more importantly by scientists who are themselves working in related fields of study.

The series as a whole, although treated historically, and in some programmes showing only a tenuous link with the series title, does raise important questions in the viewers' mind about the role of science in society, and the conflict, or non-conflict between science and religion.

Correction
In our issue of February 13 an article on remedial mathematics entitled "Competence and Confidence" was written by Andrew Rothery and Peter Connah.

Amateur eccentrics

Frances Farrer on "The Bagthorpe Saga"

CHILDREN'S TELEVISION
The Bagthorpe Saga
BBC1. Wednesdays, 5.5 pm
What's the Ideal
BBC1. Tuesday, 4.40 pm

Here are the dramatic personae of the Bagthorpe family. Mummy Bagthorpe, who writes a problem page. Daddy Bagthorpe, who writes television scripts. Bagthorpes Junior as follows: William, the radio ham; Tess, the precocious artist; Jack, the failure, and butt of the family humour.

Bagthorpe relatives include Uncle Russell Parker, an anachronism with cad's clothes and a vintage sports car; his fey and tiresome wife, their pyromaniac daughter, and Grannie, an amateur eccentric. There is also Mrs Foadyke, the chair, who has been included to reassure the viewer that there may still be intelligent life on earth.

All these Bagthorpes and Parkers live in big old pretty houses with large gardens where the sun shines and you can choose between tennis and tennis on the lawn or the exercise of individual genius in the attic. Although the adults work (though one isn't sure what the Parkers do) it is never obtrusive except when Daddy Bagthorpe needs to have his apoplexy, which he gets because of his artistic temperament.

The stories focus on Jack, the odd chap out who isn't supposed to be brilliant. And indeed Jack is a terrific brilliant from all the others, not because of their alleged brilliance but because their exhausting insistence on their own eccentricity leads them into shrieking and roaring and being arch and rude, without ever being anarchic or funny.

Jack, however, is a pleasant character and Richard Orme, who plays him, turns in a reasonable performance. Zero the dog is also good, and so is Dandy Nichols as Mrs Foadyke. Mrs F makes extremely plonking remarks from the sidelines and keeps threatening to "give notice". It is a mystery to me why she doesn't.

In contrast to all these failed eccentrics, Wilf Lunn and the inventions in *What's the Idea* really are weird. In it, the concoctions of Victorians, viewers and of Mr Lunn himself are examined by a studio audience.

An original Lunn contraption is the worm-catching tricycle, which stimulates rain noises to fool worms into darting to the surface. Among the children's inventions in the first programme were several useful items that enable you to drop eggs from first floor windows without breaking them.

It's a pity that Mr Lunn, despite his waxed moustache and funny clothes, is so uncharismatic. But the invention, which he gets because of his artistic temperament, is quite enough jolly fun to make good television.

Compelling though this is, the pictures are simply not strong enough to sustain the series. This is all the more disappointing because the films have been produced in association with the Sunday Union and Ladybird Books, both of whom know how to find good illustrators. However, compared with, say, the illustrations for the *Ootopos Illustrated Children's Bible* or Collins' *Children's Bible*, the artwork for *God's Story* is weak on characterisation and lacks both bravado and subtlety. Nor is the music particularly happy. The well modulated and impeccably enunciated Leeds Parish Church Choir is not the right group for these particular pop tunes.

There are lots of other redeeming features. The camera works hard but unobtrusively to bring action and interest to the screen, there is a restrained but effective use of sound effects, and the script is a sane mixture of story telling and explanation.

Considering the programmes have so much going for them, it does seem somewhat singular to carp. I suspect my annoyance stems from the fact that, having won back fifteen minutes on the network for children's religion, Yorkshire should have filled that little bit too much like a Sunday school textbook from a previous decade.

(*The Ladybird New Testament* was published on April 1st at £3.95).

Writing materials

FILM
Alphabet, The Story of Writing
Colour. Series of four, 30 minutes each, or 25 minutes shortened version. Sponsored by Parker Pen International. Available from: Fergus Davison Associates Ltd., 1 Besham Lane, Croydon, Surrey, CR0 2RU, on video, at £15 each.

This is a fascinating account of the historical development of writing and writing instruments from the earliest civilizations of Mesopotamia up to the present day which is educational as well as entertaining.

Sponsored by Parker Pen International.

national, *Alphabet, The Story of Writing*, which is actually the title of the shortened version, has been the happy combination of British calligraphers and illustrators, Mr Donald Jackson, wishing to explain his work visually, and a company who wanted to make a film about the history of hand writing.

The films are not an overt promotion for Parker Pen which must be one of the reasons why they have been purchased for screening on commercial television. The four - *The making of letters*, *The Pen is Mightier than the Sword*, *Penman, Printer and Engraver*, and *Writing - Everyman's Art* - are really more suited to the secondary age range and above rather than primary.

media

Briefings

Radio & tv

Shakespeare in Perspective. (Friday, 10 April, 20.05 BBC2)

Malcolm Muggeridge sketches the plot of the next Shakespeare production - *Timon of Athens*. He discusses Shakespeare's views on the corrupting power of money.

Mugging - a case-study in communication. (Sunday, 18.55, BBC2)

Stuart Hall of Birmingham University presents a study of the way the wave of muggings in Britain between August 1972 and October 1973 was covered by the media.

The Crucible. (Sunday, 19.15, BBC1)

The world television premiere of Arthur Miller's powerful story about witchcraft hysteria in the seventeenth century.

Games and Festivals. (Monday, 16.50 BBC2)

The OU course 'Greece, 478 - 336 BC' looks at the Pan-Hellenic games of ancient times. Visits sites at Olympia and Delphi.

Under New Management? (Tuesday, 06.40 BBC2)

A group of children from the third to the sixth forms of Hastingsbury School, Kempston produce a guide to the area in which they live.

Flaubert and History. (Wednesday, 23.55 VHF3)

Asks how far a novel like Flaubert's "Sentimental Education" can or should be regarded as historical evidence in the study of the revolutions of 1848.

Timon of Athens. (Thursday 20.00 BBC2)

Jonathan Pryce and Diana Dors star in this rarely performed play presented as part of the third season of television Shakespeare. Jonathan Miller directs.

Drama Up to Now. (Friday, 16.15, Radio 4)

John Russell Brown takes a critical look at some of the playwrights who have influenced the British theatre since the last war. This new series examines the works of writers such as Osborne, Weaker, David Storey, Charles Wood and David Edgar.

Maths with Meaning is a BBC radio Continuing Education series intended for teachers of maths and also for anyone with a concern for maths education in school. The series is nearly over but will be repeated from November 1 - December 6. The programmes put particular emphasis on the 10-13 age range.

The programmes are presented by Dr Ruth Rees, an experienced teacher of mathematics at all levels who has recently been concerned with research into the teaching of maths at Brunel University. A booklet is available for use with the series which will be reviewed on this page at a later date.

The first supplement to *Concord Films* 1980/82 catalogue has now been published. Many of the titles have been available on 16mm film but are now offered on video. Some are new.

Among the new titles is a series entitled "The Bounds of Freedom", which "uses a technique totally new to television to explore the legal and ethical problems that regularly beset the media".

Other titles include the acclaimed "Facts for Life, Family Matters" series produced by Granada in 1977, and Yorkshire television's "Special Child" series.

A £1 subscription covers the supplement and future supplements until the next catalogue is produced. *Concord Films Council Ltd*, 201 Felstead Road, Ipswich, Suffolk, IP3 9BJ.

An exhibition of photographs showing the history of black and Asian people in Britain is touring schools, libraries and colleges until early next year. "Roots in Britain" was compiled by Audrey Dewjee and Ziggi Alexander of Brent Library service. They have avoided domination of the subject by African and Caribbean peoples, and include material on people from the Indian subcontinent as well as from China.

Library services and other establishments have shown so much interest that the photographs have had to be duplicated. The two copies of the exhibition are booked, with occasional free dates, until February of next year.

A leaflet with information on the lives of black and Asian people from 1555-1945 has been produced to support the exhibition.

The illustration shows a black, military musician from the eighteenth century. At this time, elaborate "Eastern" style uniforms were popular.

Venues for "Roots in Britain" until July are as follows:

14-16 April, NAME Conference, Birmingham.
1-4 May, OWAAD (Organisation of Women of African and Asian Descent) Conference, Islington, London N1.
5-15 May, The Library, Kingsway, Princeton College, London WC1.
6-13 May, Merton Community Relations Council, Mitcham, London.
15-27 May, Mary Seacole Exhibition,

An attempt to counter the traditional image of the bloodthirsty savage has been made by Tom Stanner, whose new series of schools television programmes, *The Tribes of the North-West Coast of North America*, is shown on the 16mm film.

The opening programme takes a look at the nomadic Indians: family life and viewers get a chance to see how the topic was constructed. The next session is dedicated to the buffalo, which provided their food, clothing and shelter. This is followed by a look at the life of a 7-year-old in a traditional tribal setting.

In the fourth programme the location switches to the north-west coast of the forest Indians who lived by hunting and gathering the products of the forest for clothing. The series ends with a look at the present-day life of Indians



Kilburn Library, London NW6.
16-30 May, Balaish Heath Area (Aston and Handsworth), Birmingham.
1-6 June, Leicester Polytechnic School of Education.
2-9 June, Gladstone Centre, Brent, London.
9-22 June, Alpertons School, Wembley, London.
15-27 June, Merseyside Community Relations Council, Liverpool.
22 June-11 July, YMCA National College, London E17.

living and working in that area. The programmes will form part of the "Watch" series on BBC-1 and the first will be broadcast on Tuesday, 5 May, at 11 a.m., with a repeat on Wednesday at 2 p.m., and continuing at weekly intervals.

For teachers wishing to get to grips with the subject beforehand, 14 museums in various parts of the country are arranging seminars in April and others have offered to provide notes and work sheets for schools needing them. The museums running seminars are those of Birmingham, Bristol, Merseyside, Sarforn, Ipswich, Leeds, American Museum at Bath, the Royal Ulster Museum, at Belfast, the Aberdeen Anthropological Museum, the Horniman Museum in London, and the Museum of Mankind, also in London.

John A. Barker reviews some biology materials

Biology at work

Careers in Biology
Two packs each of 24, 35mm colour slides with notes, £7.50 each. Cassette for use with automatic sound/slide viewer projector £5. Visited, 74 Brodric Road, London SW17 7DY.

Careers in Biology was produced by a committee from the Institute of Biology to help pupils to understand the sort of jobs that professional biologists actually do. Biology is a popular subject at school so it is important that related career information is available too. In this, the Institute of Biology has succeeded admirably.

Pack A is concerned with careers for school leavers with some CSE, O, or even A levels. Pack B deals with employment opportunities for graduate biologists. Pack A offers a wide range of possibilities. The first few slides show a natural technician engaged in a feeding trial to find the best diet for calves; a technician in a forensic laboratory examining a car seat for clues.

The Agricultural Research Council offers a variety of opportunities, some to school-leavers. The slides to illustrate these range from a group hand-pollinating wheat flowers to a technician examining seeds for special characteristics. The variety of different jobs in the food, drink, pharmaceutical industry - quality control, testing new products etc - is also shown. Industrial processes such as fermentation require biologists, as do authorities concerned with environmental monitoring. Finally, work as a laboratory technician in schools and colleges is illustrated.

In Pack B very much the same organisations are involved, but the graduate biologists are working at a higher level. In medical and health care they work as technicians, medical laboratory scientific officers, en-

vironmental health officers and in police forensic laboratories. A group of scientists is seen reconstructing a violent crime. Research Institutes and companies like ICI and Fisons offer opportunities for laboratory and field research. There are also a small number of opportunities to work abroad, in perhaps UNESCO.

The importance of biologists working as a team is shown by a slide of a group processing equipment. Biologists now use sophisticated instruments, and this is emphasized by slides of computers and a chromatograph. Both sets of slides are of a high standard, indeed, photographically almost all are of high quality, though in sets like these one can always quarrel with the selection of illustrations.

In this case it does seem peculiar that, in view of the number of biologists involved in teaching, there is not a single picture of a teacher in a laboratory with a class. Also it would have been useful to show that, in later career, biologists can reach the top in both government and industrial organisations and become involved in management and administration.

The booklet gives a brief, but adequate, background to the slides and it does mention teaching as a career for graduate biologists. The cassette tape, which is based on an abridged version of the booklet, provides an excellent commentary on the slides.

In comparison to other audio/visual material available to careers advisers and teachers, this does seem reasonably priced. Perhaps the other Science Institutes will consider producing similar material. These sets could have considerable potential for both informing and exciting school children about the possibilities open to biologists - one can only hope that the jobs exist for them.

The closure of the slide service offered by the Victoria and Albert Museum has been averted in a last minute move by the Minister for the Arts, Paul Channon. Slides will continue to be available for the use of educationists from its present premises without interruption although responsibility for it will pass to the Standing Commission on Museums and Galleries from 1 April.

The Commission, which is to be directly responsible to the Office of Arts and Libraries from that date, is to make recommendations about the future management of the slide service in due course.

The slide loan service at the Victoria and Albert Museum was established in 1948, and is intended primarily for lecturers, teachers and students. There are half a million slides in the collection, which covers 100,000 subjects.

Locust lives

Life-cycle of the locust
by Sr. M. Daniel.
20 35mm colour slides with teaching notes £6.25.
Focal Point Audio Visual Ltd, 251 Copnor Road, Portsmouth, Hants PO3 5BE.

The locust is a popular organism for school biology, and colonies of locusts are maintained in many secondary schools. This set will be useful to illustrate points about the locust that are not always easy to see in the living animal.

Starting with slides of the adult animals, close-up shots illustrate the head, the jumping third leg, and detailed views of the male and female abdomen. Slides of mating and egg-laying are followed by slides showing all five instar stages. The photography is clear, and the important details are effectively shown up. The notes are brief and to the point. Apart from describing the slides there is an introduction concerned with the economic importance of the locust. In my revised version it would be valuable to include mention of the Centre for Overseas Pest Research where much of the work on locusts is carried out. This is a useful set for any school to reinforce studies of the living animals.

Freeway ecology
Motorway Biology.
by Dr. J. Felwell.
20 35mm colour slides, with teaching notes £6.25.
Focal Point Audio Visual Ltd, 251 Copnor Road, Portsmouth, Hants PO3 5BE.

The first four slides illustrate the effects that a motorway has both on the landscape and on the plants and animals living in the area. It is based on the construction of the M20 and M26 during 1980. Later slides illustrate the variety of habitats around a motorway that are colonised by wildlife - verges, ditches, embankments and so on.

Ten of the slides illustrate a selection of plants - ranging from Cow Parsley and Oilseed Rape to Orchards - and animals. Although mammals are only mentioned, specimens of lepidoptera are illustrated. It is a pity that more is not made of the kestrel - one of the most obvious animals to be seen during motorway driving. The photography is of a good standard and the teachers notes, although short, provide concise information.

The work of William Bateson (1861-1926), who linked several lines of genetic and evolutionary thought, is described in "The Pure Gamete". Darwin's suggestion of a blending form of heredity was called into question by Mendel's fundamental concept of germ cells carrying

endpage

Graeme Kent describes one school's attempt to work with children from travellers' families

Going on the knocker

"Look for the patriarch!" the HMI had urged cheerfully at the end of his fleeting visit, "there's always one in charge. Chat him up, get him on your side, and he'll see to it that the children on the site come to school." Like so many forecasts about our site, it turned out to be more than a little inaccurate. There was, it transpired, an extreme shortage of patriarchs.

For someone with cherished memories of Ray Milland fighting Murvyn Vye for the favours of Marlene Dietrich in *Golden Earrings*, the gypsy site was not much to look at. This was probably because it was not a gypsy site, but a travellers' site—a significant difference. Twenty trailers huddled dispiritedly around a patch of waste ground, like a beleaguered wagon-train preparing to fight off the Red Indians. Mournful piles of scrap littered the central area, and the air was shrill with the whines of a dozen attenuated mongrels tethered before the trailers.

The site had been a long time a-growing, and the idea had attracted its share of objections from local residents and the ratepayers' associations. A permanent site for travelling people—with hard-stands for their trailers, running water, toilet facilities and the prospect of an electricity supply—was quite an innovation for a small conservative market town.

There were plenty of travellers to use such an area. For decades they had been familiar visitors to the district, arriving for the fruit and vegetable-picking seasons in their trailers and lorries, parking in lay-bys and vacant lots before moving on for the summer season at Skegness and other east coast towns.

The site was part of an effort to provide the travellers with adequate facilities, and even a permanent home for those who sought it. It also meant that our school was to cater for the children on the site. I'm not sure what effect we had on those children, but for three years now they have been having a considerable effect on us.

In the first place, we had to go out and sell the school to our potential customers. I took to visiting the site about once a fortnight, going on the knocker up and down the parked trailers. At first doors would remain shut tight, although the twitching of curtains indicated the presence of occupants. If a woman did come to the door she was invariably polite, but would firmly deny the existence of any children in the family, even if the floor of the trailer should be littered with toys and tricycles.

It was more than a month before the first children from the site arrived at the school. Mrs Parton came with Elkan and Betty. We discovered little about this unusual family and its determined head. But because of the Partons, other site children followed.

The Partons were Romanies, the only true gypsies to occupy the site. We had Elkan and Betty for three terms, probably the longest period either had remained in one place. They had not been to school before, although Elkan was already eight, but both were eager to learn. "My mum taught me to read and write," Mrs Parton informed us, "and I want my kids to do the same."

Words must have got round, because the Ashes came next. There were six of them, handsome, freckled Irish (Irish children, ranging in age from five to seven. Their fathers were brothers, and the young cousins were interchangeable, even to their names). There was a big Tom and a little Tom, big John and little John.

Two very pretty and rather grubby young mothers brought the Ashes to us one morning

and asked cautiously if it was true that the kids got free dinners and clothes if they came to school. I promised to contact the authorities and see what could be done if they left their children with us.

That gave us eight site children all at once, a fair number to assimilate among our normal run of country and suburban children. I had few doubts about the willingness of the children to accept the newcomers; it was the potential attitude of the parents that worried me a little.

There had already been reports of trouble between local people and the site-dwellers. Police cars seemed to be paying frequent visits to the trailers, and one pub had banned people from the site. Would my parents resent the Partons and the Ashes?

The answer soon came. The occasion was our Friday children's disco in the school hall. As usual about 150 children and their parents were squashed into the tightly packed space. I was in my usual position at the door, a task compared by one of my colleagues with being a bouncer at Mothercare.

Half way through the evening the Ashes turned up, all six of them, with one of the pretty young mothers. All were scrubbed, apprehensive, defiant and clutching the 10p entrance fee. I admitted them to the dimly lit hall and hoped for the best. Half an hour later I peeped in. I had no qualms about the children enjoying themselves; there they were out on the floor in a controlled frenzy.

I need not have worried about Mrs Ash either. The freemasonry of motherhood had overcome class and caste distinctions, and a beaming and delighted Mrs Ash, clutching a cardboard cup of coffee in one hand, was the centre of an admiring clique of mums.

"She's all right", said the wife of one farm labourer as she shepherded her brood out of the hall at the end of the dance. "It's not her fault if her old man drags her half-way round the universe. It's her bloke's fault; it always is!"

That disco marked a small but significant turning point in our relationships with the site-dwellers. Word must have gone round the trailers that children from the site were given a fair crack of the whip at the school. From that time on a steady trickle of children came from the



Top and above: travellers' children in Sharnford



site, most of them to experience their first taste of state education.

Naturally the presence of so many children unused to institutional discipline and the learning processes brought with it a number of attendant problems, which taxed the devotion and ingenuity of their teachers to the full. For the first time we had to deal with pilfering, health and hygiene problems, inter-family feuds transferred from the site to the playground, children who were uprooted and dragged off on their travels just as soon as they were beginning to settle down, table manners, inadequate clothing, and so on.

The exercise of patience and good will on both sides did much to minimize these problems. One itinerant child stole a bicycle, but was sent back to school with it by his mother. This was a heartening experience for those of us who had expected it to be reduced to its component parts in seconds on the site.

The school gained a lot from the leavening of

cheerful, irreverent and worldly wise young to the rather staid and placid school population. It was a new experience to be greeted in the morning by one small and scruffy (and) child placing the index finger of one hand beneath his nose to represent a moustache, using his other hand in salute and barking "Z Hitler!" Similarly, a mild reproof to another youngster brought a yawning reproof from his sister: "Don't pay no never-mind to a mister; he's bloody thick!"

As the numbers from the site grew, it soon became important to increase the number of visits to the trailers. It was chastening to discover that still many more children were playing in the than were coming to school. As I entered the site at one end, there would be a mass exodus of boys and girls over the fence at the other.

Occasionally the Education Welfare Officer and I would effect a pincer movement, a corner one of the slower-moving children. Even if an adult could be found to take responsibility for the child, almost invariably the response would be: "We're off at the weekend mate", or "The kid's only here on his last days!"

Gradually a picture of life on the site emerged. The term "permanent site" was a misnomer as far as the children were concerned. The longest that any child stayed with us was four terms; the shortest, four weeks. There was no sense of corporate identity; indeed, bitter enmities and longstanding grudges between different families sometimes flared at the site.

The site-dwellers followed varied patterns of occupation. Men, women and older children formed freelance gangs to pick fruit and vegetables on a piecework basis. We never had children over the age of 10 come to the school from the site, they were too important a part of these gangs. The women would plant their babies in carry-cots at the side of the fields they were "pulling", having left the infants and lower juniors at the school.

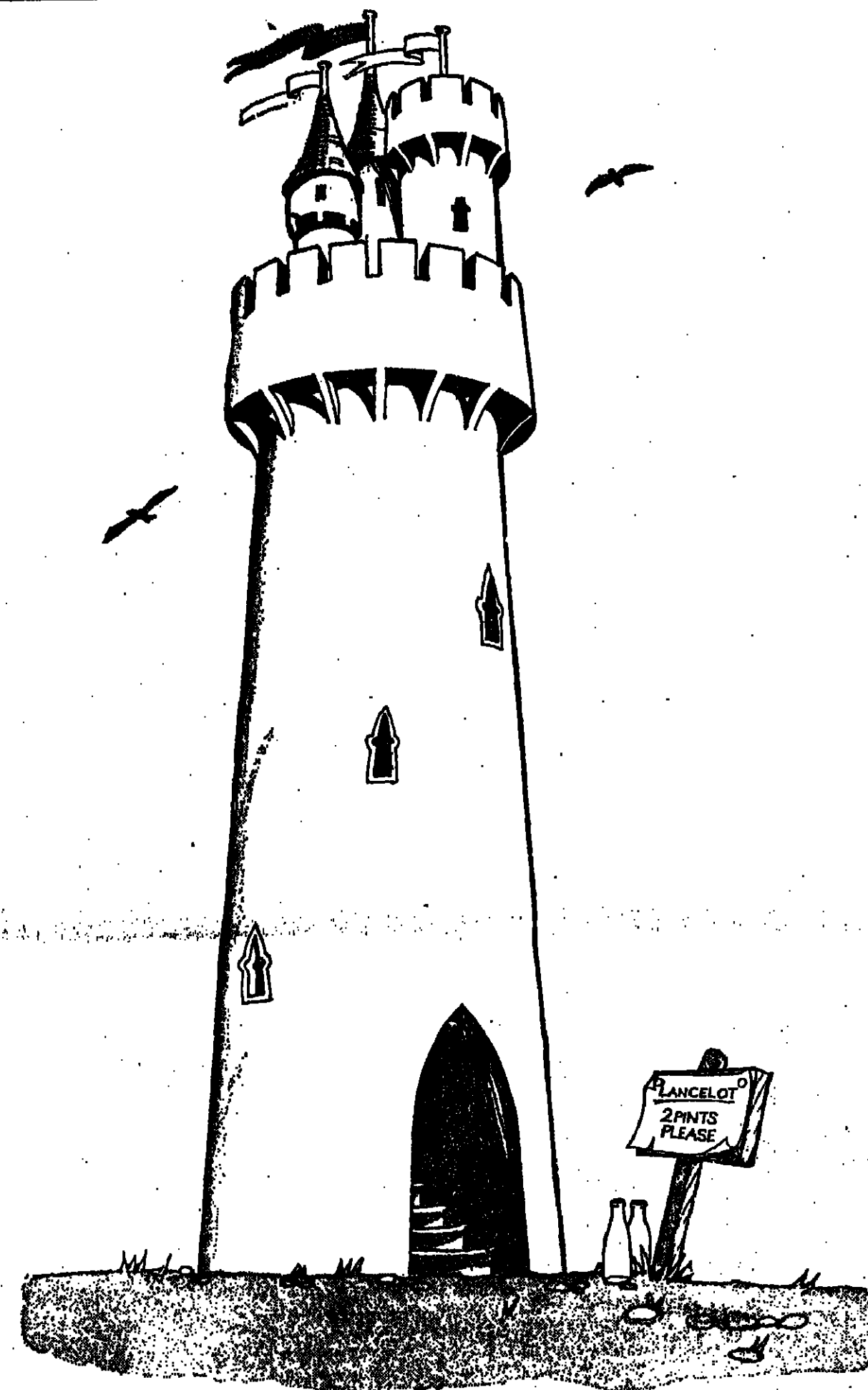
Male tinkers would sometimes visit in groups, and go round the houses offering to marmite front drives. This activity depended on the presence on the site of a tinker who was both articulate and the owner of a suit and tie, who would chat up the housewife while the rest of the gang lurked round the corner.

The third main type of employment on the site was the gathering and sorting of scrap, and the mounds were everywhere around the trailers.

Comings and goings on the site were constant, trailers and their occupants were always on the move, and the effect was rather like that of a circus. Walking through the chaos, it was almost remarkable that we received any children from the area at all, let alone those who stayed with us for a reasonable time and seemed to do well.

Over the three years in which the children have been coming to our school there have been no dramatic breakthroughs, and as many disappointments as triumphs. But the children have been coming to us fairly steadily. One day we had a postcard from a school in Scotland, Jessica, a travelling child who had been with us just over a year and had learned to read and write fluently, had left abruptly without saying goodbye. But she had turned up at the Scottish school. Perhaps we had given her a taste for education?

Graeme Kent is head of St Thomas's Primary School, Boston, Lincolnshire. All names used here are fictitious.



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THE TIMES
Educational Supplement

Classified Advertisements

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Nursery Education

Headships

CUMBRIA COUNTY COUNCIL
Nursery School, (County, mixed 2-4 years, 81 children on roll).
Required for September 1981 a Headship for the Nursery School. The successful candidate will be responsible for the overall management of the school and will automatically be considered for the post of Head of the Group of Nursery Schools.
Application forms and further details from the Assistant Director of Education, 100, Victoria Road, Whitehaven, Cumbria, LA15 1JH. Closing date 30th April 1981. (04340) 000-50

WARWICKSHIRE
APPOINTMENT OF HEAD
NURSERY SCHOOL
Bullington Road, Bullington, CV12 9BB.
Applications are invited from suitably qualified and experienced teachers for the post of Head of the Nursery School (currently 31-32 and 41-42 pupils on roll) with effect from September 1981.
Application form and further details from the Assistant Director of Education, 100, Victoria Road, Whitehaven, Cumbria, LA15 1JH. Closing date 30th April 1981. (04340) 000-50

Primary Education

Headships

WIRRAL METROPOLITAN BOROUGH
GANNES MEADOW NURSERY SCHOOL
Gannes Meadow Road, Wirral, Merseyside, L43 7NG.
DEPUTY HEADTEACHER required for September 1981 for this Group 5 Nursery School. Nursery training and experience essential. Previous experience will automatically be considered.
Further details and application forms available from the Assistant Director of Education, Wirral, Merseyside, L43 7NG. Closing date 30th April 1981. (06989) 001-90

Other Appointments

BARNET LONDON BOROUGH OF
THE FIVE INFANTS' SCHOOLS
REQUIRE FOR SEPTEMBER 1981
Nursery Training, Part-time position, Scale 5, in approved cases, subject to the approval of the Director of Education. The successful candidate will be responsible for the overall management of the school and will automatically be considered for the post of Head of the Group of Nursery Schools.
Application forms and further details from the Assistant Director of Education, 100, Victoria Road, Whitehaven, Cumbria, LA15 1JH. Closing date 30th April 1981. (04340) 000-50

BERKSHIRE
CIPPEHAM NURSERY SCHOOL
St. Andrew's Way, Cippeham, N.Y. 150 10 (W. 10 P.T.)
REQUIRE FOR SEPTEMBER 1981
Headship for the Nursery School. The successful candidate will be responsible for the overall management of the school and will automatically be considered for the post of Head of the Group of Nursery Schools.
Application forms and further details from the Assistant Director of Education, 100, Victoria Road, Whitehaven, Cumbria, LA15 1JH. Closing date 30th April 1981. (04340) 000-50

BERKSHIRE
SOUTHERN AREA
WILLOW NURSERY SCHOOL
Gatton Road, Sunningdale, RG5 2EJ.
Headship for the Nursery School. The successful candidate will be responsible for the overall management of the school and will automatically be considered for the post of Head of the Group of Nursery Schools.
Application forms and further details from the Assistant Director of Education, 100, Victoria Road, Whitehaven, Cumbria, LA15 1JH. Closing date 30th April 1981. (04340) 000-50

BROMLEY LONDON BOROUGH OF
NURSERY SCHOOL
Bromley Road, Bromley, Kent, SE16 5JH.
Headship for the Nursery School. The successful candidate will be responsible for the overall management of the school and will automatically be considered for the post of Head of the Group of Nursery Schools.
Application forms and further details from the Assistant Director of Education, 100, Victoria Road, Whitehaven, Cumbria, LA15 1JH. Closing date 30th April 1981. (04340) 000-50

CAMBRIDGESHIRE
NORTHAMPTONSHIRE COUNTY COUNCIL
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Primary Education

Headships

BEXLEY LONDON BOROUGH OF
NURSERY SCHOOL
Bexley Road, Bexley, Kent, SE18 6JH.
Headship for the Nursery School. The successful candidate will be responsible for the overall management of the school and will automatically be considered for the post of Head of the Group of Nursery Schools.
Application forms and further details from the Assistant Director of Education, 100, Victoria Road, Whitehaven, Cumbria, LA15 1JH. Closing date 30th April 1981. (04340) 000-50

BIRMINGHAM EDUCATION DEPARTMENT
PRIMARY SCHOOLS
ST. JOHN'S C.E. (AIDED) INFANTS' SCHOOL
Heath Road South, B31 3JB.
Group 2-5, 200 pupils, integrated in planned, residential area.
Required for 1.8.81, due to retirement of present Headteacher. Successful candidate will be responsible for the overall management of the school and will automatically be considered for the post of Head of the Group of Nursery Schools.
Application forms and further details from the Assistant Director of Education, 100, Victoria Road, Whitehaven, Cumbria, LA15 1JH. Closing date 30th April 1981. (04340) 000-50

BRADFORD CITY OF
NURSERY SCHOOL
Bradford Road, Bradford, West Yorkshire, BD1 1JH.
Headship for the Nursery School. The successful candidate will be responsible for the overall management of the school and will automatically be considered for the post of Head of the Group of Nursery Schools.
Application forms and further details from the Assistant Director of Education, 100, Victoria Road, Whitehaven, Cumbria, LA15 1JH. Closing date 30th April 1981. (04340) 000-50

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GEOGRAPHY

Development themes

Barrie S. Morgan introduces the 1981 Annual Conference of the Geographical Association

The Annual Conference of the Geographical Association will be held at the London School of Economics between April 13 and 15. The two themes for the Conference will be "Geography and Development" and "Development in Geography". The Geographical Association is rightly proud that, despite the financial difficulties it is encountering in common with all other learned societies, the conference remains free to members and non-members alike. There is no registration or need to inform the Association that you hope to attend. If the programme which is outlined below interests you, why not come along?

Mr. Vic Dennison has chosen "The Use of Geography" as the title of his presidential address. It is hoped that the remainder of the programme will very well demonstrate its use. The gap between the poorest and the richer nations has widened both absolutely and relatively in the post-war years. The recent report of the Brandt Commission has brought the debate to the centre of the political stage and a growing realization that the imbalance in the distribution of the world's wealth poses problems for the "haves" as well as the "have-nots". Geographers have long been interested in the problems facing developing countries, and seven lectures in the conference will be devoted to this theme.

A major debate concerns the balance, when financial resources are scarce, between agricultural and industrial investment. The new hybrid seed varieties of wheat, corn and rice have provided considerable potential for raising agricultural output, but their introduction has been beset by technical problems and had unfortunate social consequences.

Mr. B. H. Farmer (University of Cambridge) will address these problems in discussing "The Green Revolution in South Asia". In contrast, Dr. Susan Cunningham (University of Oxford) will focus on the problems caused by multi-national corporations, with their substantial ability to control world markets, in her talk on "The Internationalization of Industry: Problems and Prospects for the Less Developed World".

No discussion of development problems can ignore the population dimension. Developing countries are still experiencing massive population growth as a consequence of "death control" - average life expectancy has increased by more than a quarter in 30 years - which increases pressure on resources. Dr. David Grigg (University of Sheffield) will therefore consider "Modern Population Growth in Historical Perspective".

But the notion of the "developing world" hides important regional differences. In the last 30 years, the most successful group of countries have achieved annual rates of growth in excess of 4 per cent, but many large, poor countries, particularly in South Asia, failed to achieve 2 per cent. Professor William Kirk (The Queen's University of Belfast) will address himself to "Cores and Peripheries and the Problems of Regional Inequality in the Development of Southern Asia".

The detailed nature of the problems also differs. Large scale movement to urban areas has been more or less

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Freshly caught prawns on sale in a market in Kuwait. Oil and the influence of Islam make the Middle East a relevant development topic at all school levels.

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Edited by Brian J. Knapp

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Mapwork is a compulsory element in all 17 syllabuses examined by Philip Sauvain

Common elements

Philip Sauvain offers an analysis of CSE Geography

Much has been said about the desirability or undesirability of a common core curriculum.

On the one hand it is argued that it would make it easier for the handful of students who change schools in mid-course, although this is hardly a compelling reason for imposing uniformity on the vast majority who stay put. Equally suspect are those arguments which revive hoary old anecdotes about the evils of a national syllabus, such as the idea that the French Minister of Education only needs to look at his watch to know what every child in France is doing at any particular moment.

Even so, when a child does move to a school in another part of the country, the curriculum changes are not always so radical as advocates of a common core curriculum might have us believe.

Take CSE geography for example. It is often taken for granted that syllabuses for GCE and CSE, and the concomitant standards they involve, differ markedly from one another. A casual comparison between two geography syllabuses set by CSE Boards in two different parts of the country may, at first glance, tend to support this view.

It is a different story, however, when all the individual syllabuses are looked at en masse. I looked at the 24 CSE Mode 1 geography syllabuses set by the 15 CSE Examination Boards in England, Wales and Northern Ireland for this year and next year.

I immediately eliminated seven of these syllabuses from my survey - three because they are alternative syllabuses based on a conceptual approach to the teaching of geography, and four because they are based on the Schools Council Geography for the Young School Leaver project. This left 17 fairly traditional mainstream syllabuses which could be compared directly with one another. I expected to see wide variations between them but, to my surprise, analysis showed that these 17 mainstream syllabuses tend to regress to the mean. Indeed there are sufficient elements in common for it to be argued that there is already a tacit common core curriculum for the CSE Mode 1 Examination.

All 17 syllabuses demand a knowledge of the geography of the British Isles and all set mandatory questions on it - 19 set questions on selected regions and 16 on themes and topics, such as agriculture or the steel industry. There are, of course, many individual variations, and no two syllabuses are identical. Most lay varying degrees of emphasis on the geography of the region covered by the CSE Board in question. Despite these differences it can be said with certainty that all pupils who follow a mainstream CSE Mode 1 syllabus will study the geography of the British

Isles in the traditional way. Long live regional geography! Almost all (15/17) of these CSE syllabuses also require a knowledge of the regional geography of other countries and regions in addition to the British Isles.

Since the world offers a wide choice of possible topics in theory if not in practice, the regions designated for study ought to range widely across the different continents - especially where they are listed as options.

In fact, as far as I can see, only one syllabus leaves the choice open to the teacher. Instead the vast majority of those syllabuses which require a knowledge of the regional geography of areas other than the British Isles (13/15), frame their regulations in such a way as to enable candidates to confine their principal regional studies to the regional geography of Western Europe if they so wish. Even here there are anomalies. 12/15 syllabuses specify Scandinavian countries and topics. 11/15 the Benelux countries but only 1/15 Spain and Portugal.

Just over half (9/15) allow candidates to opt for the geography of North America instead, but only 2/15 do the same for Australia and New Zealand. Opportunity is given for studies of individual countries, regions or topics within the other continents such as Japan (4/15), Brazil (3/15) and Egypt (1/15). But overall the emphasis is very definitely on Western Europe and to a lesser extent on North America (but excluding Mexico). Many people will argue that this bias towards the North Atlantic is as should be, since the British Isles, are linked economically, strategically and historically. But it is worth noting that only 2/15 syllabuses make it USSR in any detail and only 1/15 does the same for China.

Within the sphere of general systematic geography there is further common ground. Fourteen/seventeen syllabuses make specific mention of geomorphological topics and 12/17 specify climatology and natural vegetation zones. Just under half ask for a knowledge of weather studies and a

similar proportion an understanding of mathematical geography.

All but one have substantial sections devoted to general world problems and topics such as energy, migration, over-population, etc. There is also a substantial measure of agreement that fieldwork is an element of the CSE geography core curriculum although its significance ranges from 30 per cent of the marks in one syllabus to a statement in another syllabus which expresses the hope that students will undertake fieldwork, offers no current or inducement to them to do so by way of special credit in the assessment. Eight/seventeen mainstream syllabuses make fieldwork a compulsory part of the course while six others make it an optional option, and two expect or hope the students will undertake fieldwork investigations and back this up by saying they will set fieldwork questions in the examination to test this knowledge.

So if a teacher is keen to teach geography through fieldwork over 90 per cent of the CSE mainstream geography syllabuses offer the facility to make fieldwork account for about a quarter of the total marks awarded by contrast the equivalent proportion for GCE is level is something like 30 per cent. Not surprisingly all 17 syllabuses make map reading and map work a compulsory element in the assessment.

So if you wanted to draw up a common core curriculum for CSE geography, as defined by the mainstream Mode 1 syllabuses, you could specify it as in the table below.

This is the core. Some syllabuses offer much more than this, and some offer slightly less; but almost all of the 17 mainstream Mode 1 syllabuses have these six subject areas at the heart, either as compulsory or optional courses.

Philip Sauvain is the author of two school textbooks, including 'Cognitive Mapwork' (Hulton 1979) and 'The Elements of Geography: The British Isles' (Hulton 1980).

MAINSTREAM MODE 1 SYLLABUSES

- | | |
|---|---|
| ● Map reading and mapwork | } compulsory subjects in all 17 mainstream syllabuses |
| ● Geography of the British Isles | |
| ● Fieldwork | } compulsory, optional or expected subjects in all 17 mainstream syllabuses |
| ● Physical geography | |
| ● World problems/world outline/general world topics | } compulsory or optional in 16/17 mainstream syllabuses |
| ● Geography of Western Europe | |

"...only serpents can live there"

A short history of Development Education by Michael Storm

Most geography teachers would, I think, agree that development education has something to do with the mapping of human well-being (however that elusive concept is defined). Many would accept that development education might also incorporate attempts to explain such variations. If the recording and analysis of "the geography of welfare" is an important part of development education, then it's worth noting that although the phrase may be relatively new, the enterprise currently known as Development Education has been around for centuries, if not millennia.

First encounters with alien cultures rarely seem to have generated much academic curiosity. Initial reactions have not often been "how fascinating!" but rather "how rich/poor?" and "how powerful?" Marco Polo's initial reactions to Cathay were dominated by perceptions of that society's evident wealth; to Columbus, the most striking feature of the Bahamians was their naked poverty.

If observations have generally been dominated by assessments of material wealth, such observations have rarely been accompanied by speculations about the reasons for perceived differences. Why are some regions and groups apparently poorer or "less developed" than others? Popular diagnoses have always included an element of environmental determinism. The Mediterranean-based view of northern Europe provides a seventh-century instance. "The climate of Britain is objectionable, with frequent rains and mists. It is therefore inhabited only by the souls of the dead who are tormented thither across the channel. The climate north of the Roman Wall is so pestilential that only serpents can live there."

A more tentative example of an

environmental diagnosis may be found in Paul Harrison's *Inside the Third World* (1979): "A schoolboy could be forgiven for taking one look at the map and proclaiming the theory that an average annual temperature of 20° or above was the cause of underdevelopment. Would he be so very far from the truth, with his discovery?"

Equally common have been explanations which invoke an "intrinsic ethnic tendency". J. K. Galbraith calls this "the greatly mentioned unmentionable". "No one within memory has explained in conversation the relative prosperity of the Indian Punjab without reference to the diligence, progressive nature of the Punjabis..."

Geographical location is also regularly invoked. According to a 1921 *Rational Geography*, "we owe our greatness to the fact that we are in the centre of the land of the world, and by means of the sea, within reach of all the important parts of the world". A 1980 A level question invited candidates to explore the relationship between remoteness and levels of development.

If the urge to explain, and the popularity of certain sorts of explanation have been constant throughout history, so has the urge to challenge the premise of the question. Maybe the "poorer" societies were in important ways richer? As early as 1770 Diderot was suggesting that Europeans should "learn from the Tahitians how to live the simple communal life in which no one starved, children were loved and the aged were never neglected". Contemporary instances of the veneration of exotic poverty are collected in Gita Mehta's amusing book *Karma Cola*.

Though there are certain persistent traditions in our ways of looking at

the global geography of welfare, it is also possible to identify four broad phases.

In the first, *imperial* phase, explanation leans heavily on immutable physical and moral deficiencies. "In morality... the East African is markedly deficient. He has no benevolence, but little veneration—and, though his cranium rises high in the region of firmness, his faculty prevents his being firm."

Thus Burton, the great Victorian traveller, in 1860—and this way of looking at the world finds an echo in a geography textbook of 1909. "In character, the negro is best described as an overgrown child, vain, self-indulgent, and fond of idleness, but with a good heart." In this phase, non-urban, non-industrial societies would be commonly characterized as savage or uncivilized.

It is possible to detect a shift of emphasis in the inter-war period, which might be labelled *paternalist*. Moral condemnation is less common, environmental determinism features strongly. A 1933 account of the Polynesians; "Nature has done so much for these happy folk that they are inclined to be lazy. There is not the need to be up and doing to keep body and soul together that there is in more northerly lands, and perhaps that is why the white races of the world have climbed so much higher in the scale of civilization than the earth's sun-banned people." In this phase, the possibilities of "progress" are commonly discussed, with instances of plantations and irrigation schemes. "Backward", "simple", would be more common labels than "savage".

The paternalist flavour of phase two persists into the early 1970s, but with a strong admixture of compassion, concern, and optimism. The optimism is reflected in the terminol-

ogy, as "backward" is replaced by "underdeveloped" which in turn gives way to "developing" and "emergent".

As in previous phases, dominant popular perceptions quickly find their way into the classroom. Thus Rostow's 1960 recapitulatory model, in which all societies are seen as—sooner or later—experiencing "take-off" and movement towards "an era of high mass-consumption" only took 15 years to reach a third-year geography book *Contrasts in Development*, OUP.

Faith in development fuelled by the transfer of technological know-how probably reached its apogee in the Pearson report of 1969. "Can the majority of the developing countries achieve self-sustaining growth by the end of the century? For us the answer is clearly yes. We live at a time when the ability to transform the world is only limited by faintness of heart or narrowness of vision."

The need for the transformation was amply demonstrated by polemical books such as Harold Wilson's *War on World Poverty* (1953) and Paul Ehrlich's, *The Population Bomb* (1968), together with episodes like the Freedom From Hunger Campaign of 1963. Reflecting this, the traditional descriptive regional study ("The Southern Continent", etc.) in school geography tended to be replaced by a thematic course in which bewildered 13-year-olds ploughed glumly through a diet of unrelieved gloom. Population problems would be followed by the food crisis, the growth of shantytowns, the spread of bilharzia, and so on.

The fourth and current phase is perhaps characterised by individual and collective self-doubt. There is little faith in the transfer of western models, whether of family-planning or agricultural methods. We are all intermediate technologists now. The

aid relationship has lost its aura of sunny benevolence with books such as *Aid as Imperialism* (1971) and *Aid as Obsession* (1980).

Food supply problems can no longer be presented as simply needing new seeds, equipment, methods. There has been a large-scale re-allocation of guilt from the ignorant or indolent peasant to the western agri-businessman and consumer (see Susan George's *How the Other Half Dies* (1976) and Frances Moore Lappe's *Food First: Beyond the Myth of Scarcity* (1979)). The trade relationship, too, has lost its previous happy complementarity. The landscape now is littered with destitute tea-pickers, dying tin-miners, ailing bottle-fed African babies. GNP has been de-throned and Morris's *Physical Quality of Life Index* (1979) will be making its appearance in the textbooks shortly. The selection of the geography of living standards as a major theme may even be attacked as showing an ethnocentric insensitivity to the world's cultural diversity. Where absolute poverty is (redundantly) recognised, explanations are now as likely to feature the machinations of multi-nationals as the vagaries of the climate.

Geography teachers will no doubt continue to be involved in development education. Content and approach will vary, but the central question—why are some parts of the world better off than others?—endures. Perhaps the special contribution of the geographer, with his persistent predilection for the study of real, specific locations, might be to help the pupil to avoid unduly mono-causal diagnoses.

Michael Storm is ILEA Staff Inspector for Geography and Environmental Studies. The views expressed in this article are his own and not necessarily those of the Authority.

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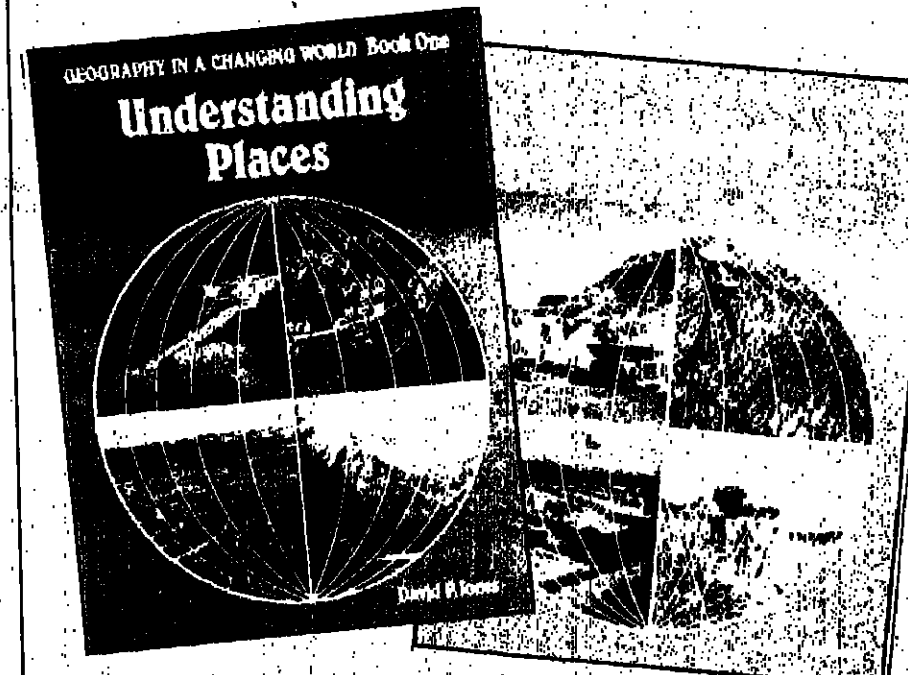
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Feathering the nests

T. H. Masterton and John Cooper describe the Geography, 10-14 Curriculum Liaison Project developed in Scotland

The Geography 10 to 14 Project was an attempt, over a period of nearly eight years, to instigate curriculum development with 12 groups of teachers, mainly located in the central belt of Scotland. Each group involved a secondary school geography department and the associated primary schools. The local groups or "nests" were selected to represent many different environments; from small market town through suburb, new town, old industrial town, to inner city district, and were located in Glasgow, Lanark, Fife, Lothian, Borders, and Highland Regions.

The project began in 1972, with recognition of a need for more progression in one small area of the curriculum. Some senior staff were responsible for the self-selection of geography in this context.

The project had three strands: liaison, curriculum and assessment. The liaison strand was an attempt to bring together teachers in different schools to consider and refine or develop an aspect of their curriculum. The curriculum aspect was specifically concerned with the geographical component of environmental studies in the upper primary school and the way in which the S1 and S2 work in geography should develop out of that primary school work. The decisions of the groups of teachers were intended to be put into effect and the work of the pupils was to be monitored by some college lecturers and others. Also involved in this monitoring or evaluative strand was the effectiveness of such structures as were set up to promote liaison.

A requirement was that appropriate decisions should be reached by the class teachers and other school staff, rather than by a central committee which would ask teachers to implement decisions made elsewhere. It has to be said that this approach initially worried many school staff.

Within the organization of each "nest" were included primary school heads and staff, secondary school staff, a member of steering committee as monitor, and sometimes a local authority adviser or HMI.

The project originated in 1972, produced a National In-Service Course in 1974 and discussion papers in 1975. Local in-service work and class work occupied 1976, 1977, 1978 and into 1979.

The work of the P6 and P7 classes was duly monitored and reported on, but the monitoring of the progress of the papers through S1 and S2 was not completed as a result of heavy college staff loss during the "Crombie riots".

The primary school work enabled the steering committee to produce a short set of guidelines on methodological emphases, skills, ideas and the choice of topics. These guidelines have been published as Paper D of the project papers. It is important, however, to note the following point: 1. Teachers do regard the choice of topic as important. Some topics like "Food" and "Water" are environmentally more significant than others.

2. Many teachers find it difficult, and need help, to formulate ideas as objectives and to work them out in practice.

3. Skills concerned with maps, diagrams, language and with presentation were all generally well attempted during the project, but many teachers

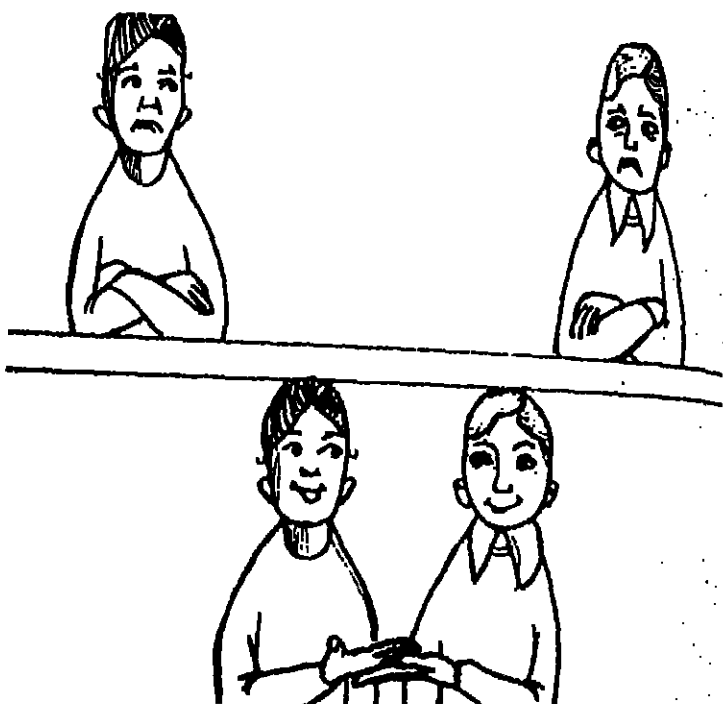
found fieldwork difficult and many also would value help with mapwork. 4. It seemed that teachers generally were fairly reluctant to state the development of attitudes as an objective, though it has to be said that such codes as a Countryside Code were introduced where appropriate.

5. The perennial doubt regarding definition of content arose, whether environmental study be restricted to the locality or enlarged in order to expand the horizons of pupils and to help them become aware of the richness of their national heritage and of world community. We took the second viewpoint.

6. Another real problem arose regarding the availability of local study resources, which, combined with the lack of confidence which many teachers clearly possess, can produce a lack of confidence in the project. In 1980 the steering committee issued a report on the liaison aspects of the project and presented guidelines for liaison. This report was mainly based on a lengthy questionnaire responded to by 152 teachers from 61 schools and some who responded orally. The description of project papers, but it can be said that there were very strong feelings for and against the "nest" idea and it appeared that reinforcement of success and experience of active co-operation were prerequisites for approval. Failure in communication, and lack of understanding between primary and secondary staff and inhibiting behaviour produced adverse reactions.

On the basis of our experience in this project, we feel that we can offer certain guidelines for any liaison project. These are fully outlined in Paper E, but they can be summarized as follows:

There should be a definite and clear objective, which should be attainable in the short term, which should be a genuine concern to all staff. The staff involved must be



The message of these drawings needs to be the recurring theme of any liaison project.

open-minded in their approach, willing to seek advice. There must be manager with access to risk administrative systems, able to arrange for deliberations, findings and recommendations to be fully considered. There must be meeting space extra finance and additional resources if required, and that all concerned administrators and teachers, should regard any extra work as a discharging of their professional and geographical duties as such by the appropriate authorities.

We also offered the following suggestions for all those involved: identify needs and problems, again if asked to, manage and administer necessary, do research when need write papers for discussion, speak or contribute to discussions, and be constructive in criticism, kindly, cogent, and never be scathing in condemnation, particularly of other whose knowledge of fact or technique may be less, or promise something and then fail to fulfil it without good reason.

Guidelines for senior project staff should include the setting up of appropriate structures, administrative, the writing of concise programmes, active help to implement programmes, resource provision, with criticism and evaluation, and encouragement to those who have confidence.

Project papers (A to F) may be obtained at cost from Mr J. H. Cooper, Moray House College of Education, 100 Victoria Road, Edinburgh, EH8 9AA. The Director, T. H. Masterton, Head of the Geography Department in Moray House and the Secretary, Mr John Cooper, Lecturer in the Primary Education Department at Moray House, are this public opportunity to thank all those who were involved, the steering committee, the teachers and teachers, and advisers, and also the administrative and technical staff of these people are listed in Paper F of the project papers.

Here in one varied selection are the answers of three publishers in 1980: information books "about the wild and exciting places of the world" (Usborne), about "different ways of life all over the world" (Lutterworth) and about "the way people in other countries live" (Watts).

Technically there is little to choose between the three of them. All are extremely well-produced but relatively expensive to purchase. All are 32-page casebound library books printed throughout in full colour. Where they differ is in their approach to the question of how best to introduce young readers to other lands and other peoples. Watts and Lutterworth take the country-by-country approach; Watts through the use

of a simple descriptive text and clear but unexciting colour photographs, Lutterworth through the lives of children, marrying semiotic stories to a series of lively and amusing illustrations by Gordon Stowell. Usborne take a different route with lots of small colour drawings illustrating dramatically the topographical features, ecology and geography of three major natural vegetation zones.

All avoid stereotypes in the main, although the covers of the Watts books (beach lifeguards for Australia and a gendarme on traffic duty for France) get perilously close. The trouble with this *Let's go* series is that the text is not sufficiently interesting nor detailed enough to convey any real impression of what it is like to live in the countries concerned, although Australia is slightly better than France in this respect. There are far too many generalizations, of the "French schoolchildren work very hard at school" variety, for this series to compete seriously with the other two.

If anything, Lutterworth's *How They Live Now* series may have too much detail in it as the text closely follows the lifestyle of a named child and family. In Japan the reader learns about the life of Kiku and her brother Ichiro in a modern apartment block in the city of Kyoto. This is an excellent forward-looking series, recommended with only one slight reservation - that the readability level sometimes stretches well beyond top primary. Not many children (nor adults for that matter) will know what is meant by "syllabary".

The *Usborne First Travellers* will probably make the strongest impression on young readers. These books are excellent when describing natural phenomena but less effective in human geography where they tend to perpetuate concepts from the past. In *Deserts*, for instance, the section on "Living in the Desert" is devoted to the nomadic life of the Tuaregs in the Sahara and the Bushmen of the Kalahari; contrasting sharply with Lutterworth's *Rashid of Saudi Arabia*, whose father drives a truck through the desert and has to be "a good mechanic in case the truck breaks down".

Covered offprints of the articles can be obtained from the Geography Association, 343, Fulwood Road, Sheffield S10 3BP for 45p.

How biased are geography textbooks?

Issues of development can only be understood globally or not at all, writes Dave Hicks

While geographers have always made good use of non-book resources the geography textbook still plays a major role in teaching, especially with older pupils. With the cost of new books rising on the one hand and educational cutbacks on the other there is often little choice but to rely on the books already in the cupboard.

This situation, together with the heavy hand of exam-boards, often militates directly against some of the most exciting developments in geography over the last decade.

The trend has been variously described, eg the relevance revolution, a geography of concern, welfare geography, radical geography, development geography. Although the emphasis may vary the focus remains the same: the human condition on a variety of scales from local to global. These concerns must be the keynote of school geography in the eighties if, above all else, pupils need to be able to cope with rapid change, with political and moral dilemmas, and be able to understand the critical issues underlying the news. They will, after all, spend most of their lives in the twenty-first century, a future which has its roots in choices and decisions made today.

Issues of development are one vital area for exploration. It would be wrong however to see these as only being related to the Third World, as they often are, for to do so is to misunderstand the whole nature of North-South interdependence. Issues of development can only be understood globally or not at all.

At the same time geography still tends to ignore the plural nature of UK society, a crucial geographical factor if ever there was one. The nature of multicultural geography has yet to be fully explored and an im-

portant element of this must certainly be how Third World people and countries are portrayed. Rightly or not pupils often use the latter as a yardstick for "measuring" minority groups in the UK.

So what might one expect geography textbooks to do in interpreting so many contemporary issues and especially that of development? At the most fundamental level we should expect books to explore the various meanings given to the word development.

For some it means economic growth, or GNP, for others it means human potential or human needs. The different meanings placed on development also need to be related to various models of development which have varied over time and place. Is development about major rural or industrial programmes, the benefits of which may gradually trickle-down to the largest and the poorest section of the population? Is development about the satisfaction of basic needs at grassroots level, with perhaps a trickle-up effect? And what about under-development: is it the consequence of the conjunction of various unhappy obstacles, an unfortunate state to struggle out of, or is it a process begun when the colonial empires of the North grew rich on the products of the South and still maintained today by an unequal and unjust neo-colonial situation?

Not only should textbooks deal with all these issues, they should also involve values clarification and exploration, an examination of political ideologies and also cultural viewpoints. The latter point cannot be emphasized too much, for it is all too often assumed that "European" perspectives on the world are right and indeed normal. This is not necessarily

the case at all and such ethnocentric bias often assumes that non-European perspectives can be ignored or brushed aside.

One might hope therefore that textbooks would, in particular, explore differing political and cultural viewpoints on major issues: the causes of underdevelopment, the reasons for poverty, the nature of Third World dependency today. Is there a world population problem due to reckless breeding in far off countries, or is it basically a problem of economics? Why, at the World Population Conference, did many Third World countries argue that "Development is the best contraceptive"? Is the world food problem really about growing more food or about the control exerted by the multinational agribusiness corporations? Why is it only the poor that go hungry? If one might hope that textbooks explore such questions, what is the reality?

An examination of popular geography textbooks that deal with the Third World reveals an appalling inability to explore differences of opinion. Oversimplified and eurocentric explanations of Third World issues are given, explanations which would often be offensive to those concerned were they to read the pages pupils are confronted with. Of course some textbooks are much better than others, but overall the picture is rather depressing.

The causes of underdevelopment, therefore, are often not discussed at all. It is somehow to do with chance. The symptoms of underdevelopment may be well reviewed but no consideration given to possible explanations.

Similarly, development is generally equated with economic growth and the need to emulate European or American ways of living. Development is seen as a linear process and reference may be made to "stages". The only model of development ever discussed is that of Rostow, a model that has largely been discredited and done little to benefit the majority of people in Third World countries.

Development is not just about economics, it has social, political and cultural dimensions as well. To only look at the economics of development is to fail to examine all the other links in the chain. Development means many things, no one "model" has universal validity and no single process of change will bring happiness and prosperity to all of humanity. Much of the current work on development is based on the "basic needs" approach, that is consideration of satisfying the basic human needs for food, shelter, clothing, medical care and education. Where is the discussion of such issues in geography textbooks?

Population studies are, of course, also an important part of development geography. Rapid population growth in Third World countries unquestionably causes serious social problems but a study of the issues requires much more than this. Few books address the question as to whether people are poor because there are too many of them or whether they are too many because there is widespread poverty.

Glib discussion of "too many" generally ignores the fact that population in the developed world puts

about eight times as much pressure on world resources as population increase does in the poor world! Should we be teaching about the "consumption explosion" and the need for wealth control as well as birth control? These really are not idle questions for to suggest that there are too many people in the Third World and that they are somehow threatening us is a fine example of eurocentric prejudice.

Whatever facet of development one takes, whether food or farming, North-South interdependence, the oppression of minority groups or the colonial heritage, the general situation is the same. Little, if any, discussion of differing attitudes and perspectives, is given. Indeed pupils are generally given a managerialist conflict-free view of the world. Not only is the existence of various value-positions ignored it is also tacitly assumed that European values are global ones. Fortunately this is still not true.

To judge other cultures by one's own cultural norms is ethnocentric, to judge them inferior, whether explicitly or implicitly, is racist. A few textbooks are beginning to break out of this mould: Clare's *The Third World* (Macdonald), Reed's *The Developing World* (Bell and Hyman) and, in particular, the new GYSL books on Development from Nelson. The task for authors and publishers in the 80s is clear: eliminate ethnocentric and racist bias so that pupils can begin to understand and cope with diversity.

Dr Dave Hicks is Director of the Centre for Peace Studies, St. Martin's College, Lancaster

Country by country: the global village

Philip Sauvain

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Usborne First Travellers Series.

Deserts. Jungles. Mountains. By Angela Wilkes.

Usborne £2.50.

Gone are the days when the young child recited the capes and bays of Africa in anti-clockwise order, and drew exquisite copperplate maps of Australia and South America without getting a glimmer of what it might actually be like to live in one of the southern continents.

Air travel and television have given meaning to the truism that the world is a small place. Most people would accept that it is essential that young children grow up with some knowledge and understanding of other peoples and other countries. But how should the geography of other lands be taught?

Here in one varied selection are the answers of three publishers in 1980: information books "about the wild and exciting places of the world" (Usborne), about "different ways of life all over the world" (Lutterworth) and about "the way people in other countries live" (Watts).

Technically there is little to choose between the three of them. All are extremely well-produced but relatively expensive to purchase. All are 32-page casebound library books printed throughout in full colour. Where they differ is in their approach to the question of how best to introduce young readers to other lands and other peoples. Watts and Lutterworth take the country-by-country approach; Watts through the use

of a simple descriptive text and clear but unexciting colour photographs, Lutterworth through the lives of children, marrying semiotic stories to a series of lively and amusing illustrations by Gordon Stowell. Usborne take a different route with lots of small colour drawings illustrating dramatically the topographical features, ecology and geography of three major natural vegetation zones.

All avoid stereotypes in the main, although the covers of the Watts books (beach lifeguards for Australia and a gendarme on traffic duty for France) get perilously close. The trouble with this *Let's go* series is that the text is not sufficiently interesting nor detailed enough to convey any real impression of what it is like to live in the countries concerned, although Australia is slightly better than France in this respect. There are far too many generalizations, of the "French schoolchildren work very hard at school" variety, for this series to compete seriously with the other two.

If anything, Lutterworth's *How They Live Now* series may have too much detail in it as the text closely follows the lifestyle of a named child and family. In Japan the reader learns about the life of Kiku and her brother Ichiro in a modern apartment block in the city of Kyoto. This is an excellent forward-looking series, recommended with only one slight reservation - that the readability level sometimes stretches well beyond top primary. Not many children (nor adults for that matter) will know what is meant by "syllabary".

The *Usborne First Travellers* will probably make the strongest impression on young readers. These books are excellent when describing natural phenomena but less effective in human geography where they tend to perpetuate concepts from the past. In *Deserts*, for instance, the section on "Living in the Desert" is devoted to the nomadic life of the Tuaregs in the Sahara and the Bushmen of the Kalahari; contrasting sharply with Lutterworth's *Rashid of Saudi Arabia*, whose father drives a truck through the desert and has to be "a good mechanic in case the truck breaks down".



Water carrier in a Bombay street. Textbooks give oversimplified and eurocentric explanations of Third World issues.

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BRITISH GAS

extra Progression in geography teaching

David Boardman introduces
two major new handbooks for teachers

What kind of geography should be taught in schools during the eighties? How should it be taught? And when? In a concerted attempt to tackle these fundamental questions the Geographical Association has just published two major new handbooks for teachers: one for those in primary and middle schools, and the other for those in secondary schools. Both deal with the considerable changes which have taken place in the teaching of the subject during the past decade.

The appearance of two handbooks rather than one reflects not only variations in school organisation in England and Wales but also the different ways in which geographical work is incorporated into the school curriculum.

It is common for geography in primary and middle schools to be included in courses of integrated or combined studies, or to be part of programmes of environmental education. Sometimes similar schemes are included in the first two years of secondary education, usually within a humanities framework.

Hence it is important to ensure that geographical concepts, skills and methods are clearly identified and adequately taught. In particular they should be carefully related to the development of the pupils' understanding.

Geographical Work in Primary and Middle Schools shows how ideas can be developed and skills mastered progressively as children pass through the age range from 5 to 13. Numerous examples illustrate how teaching and learning need to be carefully structured. To take just one: progression in weather studies at successive age levels. Even children aged 5 to 7 can make simple observations of the weather during the year and note the effects of prolonged cold or rainy spells.

Children aged 7 to 9 can record the weather by means of symbols to indicate changes from day to day and month to month, make subjective estimates of temperature and cloud cover, and note the length and direction of the shadow cast by a stick at different times. During their last two years at primary schools children aged 9 to 11 should be taking measurements and carrying out practical experiments using home-made equipment, examples of which are included. Thus a wind-vane, wind sock and improvised anemometer can all be made and used by upper juniors.

Such activities based on practical experimentation are in the best traditions of *Science 5 to 13* and give geographical work the firm scientific basis which is frequently neglected with younger children.

By the time they leave primary school, therefore, all children should have kept accurate weather records by measuring temperature, rainfall, humidity and wind speed and direction. Between the ages of 11 and 13, either in the first two years of secondary education or in the latter years of middle schooling, children should be analysing seasonal and annual variations at home and in other countries, thus studying climate as distinct from weather. They have then acquired the foundations for the more difficult work on weather charts and maps which is provided in the primary and middle schools' handbook. There are also numerous suggestions for undertaking fieldwork in both urban and rural areas. Advice is offered on teaching children about distant environments with the aid of books, pictures, slides, radio, television and hardware models.

The specialist teacher of older pupils will find much valuable guidance in *Geographical Education in Secondary Schools*. In this handbook theoretical considerations of curriculum planning for modern geography courses are supplemented by examples of teaching strategies. These are presented in the form of lesson plans and teaching units using a range of resources—text, maps, photographs, diagrams, graphs and data tables.

Overloaded syllabuses and limited time often mean that geography lessons for O level and CSE classes are notoriously difficult to make interesting, stimulating and thought-provoking. Nine out of the twelve teaching units in the secondary schools' handbook, however, are designed for fourth and fifth form pupils. Few teachers could hope to maintain throughout a two year course the high standards set in these units, but they offer useful ideas about ways in which teaching and learning can be improved and enriched. These range from problems of urban renewal in Birmingham and industrial location in the West Midlands to the effects of technical and economic developments on the polder landscapes of the Netherlands and ways in which Japan is utilising scarce resources to accommodate its increasing population.

The educational value of simulations is now widely recognized. They encourage pupils to think about problems, to develop attitudes towards situations, to practise social skills in working with other pupils, and to make decisions based on logical reasoning. Younger children in particular often engage in role playing spontaneously. Teachers of different age groups can capitalize on the high degree of motivation such an activity generates. The handbooks show how progression can be achieved by introducing into simulations ideas and skills of increasing levels of complexity.

Thus a teacher describes how she helps nine year old children to experience what it was like to be an explorer instead of merely reading to them about it. She blindfolds them whilst they explore a mock "world" (the school hall) laid out with "islands" (chairs and tables) inhabited by "natives" (other children). A teacher of a class of 12 year olds in a middle school arranges for the pupils to take part in a simulated "public inquiry" arising from an issue of topical importance. They play the roles of residents, shopkeepers and traffic wardens when presenting their views on a proposal to build a by-pass

around the local shopping centre. A more complicated simulation for fourth form pupils in a secondary school starts with the division of a class into four groups, each of which investigates a different hydrological scheme: the Blannet River scheme in Wales, the Donog system in France, the Assouan dam in Egypt, and the Volta dam in Ghana. A map and photograph of each scheme are accompanied by a worksheet to focus the pupils' attention on the environmental conditions of each location. Towards the end of the lesson, the pupils learn to apply the principle of hydro-electric power dam location, a hypothetical situation.

Given a map of an imaginary basin and information about the flooding and land use, the pupils decide where to locate the dam, listing the advantages and disadvantages of each of four sites for teaching a decision.

At a still higher level, fifth pupils have to handle several ideas simultaneously in a study in which they decide upon the location for a new oil refinery. A class is divided into groups of four, each consisting of a construction engineer, an economist, a mental planner and a chairman. Participants are provided with maps showing six possible sites, relevant data, and a list of the advantages and disadvantages of each. At the time giving reasons for rejecting other five sites.

Approaches to evaluation methods of assessment receive a mention in both handbooks, as is appropriate at a time of increasing demand for accountability at all levels of education. Thus there are details of record sheets for topic work at primary school, a discussion of a standardized test of basic skills for middle school type test items and a record of questions suitable for CSE or O-level candidates.

If progression in geographical teaching is to be achieved close co-operation between teachers from different levels of schooling is necessary. *Geographical Work in Primary and Middle Schools* is essential reading for teachers, both specialist and generalist, who teach children in the 5 to 13 age range, whether in primary, junior, middle or secondary schools. In addition, specialists responsible for teaching 13 to 18 age group will find useful ideas in *Geographical Education in Secondary Schools*. Handbooks are available from the Geographical Association, 34 Woodland Road, Sheffield S10 3BT.

David Boardman is a teacher in education in the University of Southampton.

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THE TIMES EDUCATIONAL SUPPLEMENT 10.4.81

Primary Headships continued

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Applications are invited for the Headship of the school, a primary school, from September 1981. The school is a large, modern building with extensive grounds. Further details and application forms are available from the Headmaster, Mr. J. H. Smith, Springfield School, Hilfield, Hemel Hempstead, Herts. HP1 2JH. Tel: 0494 511111. Closing date 10.4.81.

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BERNWOOD FIRST SCHOOL
Northway, Hemel Hempstead, Oxford.
Required for 1st September 1981, a Headmaster for this Group 1 Primary School. The school is one of 5 in the Barton Village, Oxford, and is a large, modern building with extensive grounds. Further details and application forms are available from the Headmaster, Mr. J. H. Smith, Bernwood First School, Northway, Hemel Hempstead, Oxford. OX1 1NA. Tel: 01865 410100. Closing date 10.4.81.

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Required for September 1981, a Headmaster for this Group 1 Primary School, with approximately 180 on roll. Application forms and further particulars are available from the Headmaster, Mr. J. H. Smith, Country Council Education Department, Cumbria, Cumbria, Cumbria. Tel: 01235 410100. Closing date 10.4.81.

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LEICESTERSHIRE

ENGLISH AS A SECOND LANGUAGE
Scale 3.
Required for September 1981, a teacher with experience in teaching English as a second language to help the progress of English as a second language at all levels in the primary school. Further details and application forms are available from the Headmaster, Mr. J. H. Smith, English as a Second Language, Leicestershire, Leicestershire, Leicestershire. Tel: 01533 410100. Closing date 10.4.81.

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Humanities

NORTH YORKSHIRE

COUNTY COUNCIL
ST. JULIAN'S SCHOOL
 110
 Required for September 1981
 to teach throughout the school and
 to teach in other subject areas.
 Applicants should be published in
 the middle years.
 Application forms and further
 particulars from the Headmaster at
 the school on receipt of a stamped
 addressed envelope. (0517) 0105-55

Mathematics

Heads of Department

BEDFORDSHIRE
NORTH AREA
HAROLD PRIMARY MIDDLE
 The Green, Harold, Beds.
 Headmaster: Mr. R. Smith
 Telephone: 74044
 Required for September 1981
 Head of Mathematics/Head of
 Application forms and further
 details from the Headmaster
 (SAE please). (04501) 034-28

Scale 1 Posts

DORSET

ST LEONARDS MIDDLE SCHOOL
 Blandford (9-13 years)
 Required September: Teacher for
 Mathematics, primarily in years
 9-11, with additional qualification
 in Physical Education to lead
 aspects of boys' games.
 Further details and application
 form (s.a.e.) from Headmaster.
 (04539) 034-90

BENFORDSHIRE

SOUTHERN AREA

BREWERY HILL MIDDLE SCHOOL
 Aldbourne, Dorchester, Dorset
 Headmaster: Mr. C. T.
 Hine-Brown
 Required for September 1981
 Teacher for Mathematics
 and Science, to work initially in
 the top half of the school. The
 school has two fully equipped
 science laboratories.
 Further details and application
 form (s.a.e.) from Headmaster.
 (04539) 034-90

Music

Heads of Department

WILTSHIRE
AVON MIDDLE SCHOOL
 Devizes, Wiltshire
 Required for September 1981
 Teacher for Music. The school
 has a fully equipped music room
 and a large orchestra. The
 Head of Music is responsible for
 the music department and for
 the co-ordination of the school
 choir. Further details and
 application form (s.a.e.) from
 the Headmaster. (04539) 034-90

Pastoral

Heads of Department

SUFFOLK
PAWNEY MIDDLE SCHOOL
 Park Road, Ipswich
 Headmaster: Mr. J. A. Smith
 Required for September 1981
 Head of Pastoral. The school
 has a fully equipped music room
 and a large orchestra. The
 Head of Music is responsible for
 the music department and for
 the co-ordination of the school
 choir. Further details and
 application form (s.a.e.) from
 the Headmaster. (04539) 034-90

Physical Education

Heads of Department

SUFFOLK
CLARE MIDDLE SCHOOL
 Clarendon Road, Clarendon
 Headmaster: Mr. J. A. Smith
 Required for September 1981
 Head of Physical Education. The
 school has a fully equipped
 sports hall and a large
 outdoor sports field. The
 Head of Physical Education is
 responsible for the physical
 education department and for
 the co-ordination of the school
 sports. Further details and
 application form (s.a.e.) from
 the Headmaster. (04539) 034-90

Scale 1 Posts

NORTH TYNEDSIDE

METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
 11-16 Comprehensive School
 Headmaster: Mr. J. A. Smith
 Required for September 1981
 Head of Physical Education. The
 school has a fully equipped
 sports hall and a large
 outdoor sports field. The
 Head of Physical Education is
 responsible for the physical
 education department and for
 the co-ordination of the school
 sports. Further details and
 application form (s.a.e.) from
 the Headmaster. (04539) 034-90

SEVENOAKS DIVISION

Longfield C.E. Middle School,

Main Road, Longfield, Dartford, Kent

Group 7. Headmaster designates - Mr. A. G. May.
 The following posts are available in this new school
 opening in September 1981:
 Scale III - Music specialist.
 Scale III - Year Leader (3rd Year) combined with
 responsibility as Humanities consultant.
 Scale II - Consultant for R.E.
 Scale II - Science - second in department.
 Further particulars of the above posts may be obtained
 from the Divisional Education Office, 66 London Road,
 Sevenoaks, please enclose s.a.e. Closing date 24th
 April 1981.

Edenbridge Middle School, High Street,

Edenbridge, Kent, Group 7.

Applicants are invited to apply for the following posts
 for this new school opening in September 1981. The posts, which are
 all at Scale 2, are as follows:
 1. Adviser for French who will also act as Deputy House
 Leader.
 2. Adviser for Boys' Physical Education who will also act as
 Deputy House Leader.
 3. Adviser for Girls' Physical Education who will also act as
 Deputy House Leader.
 Application forms and further particulars are available
 from the Headmaster Designates, Mr. C. W. Kellard,
 Edenbridge Middle School, High Street, Edenbridge,
 Kent, TN8 5AB. Please send s.a.e. for application form.
 The closing date for receipt of applications will be two
 weeks from the appearance of this advertisement.

New Ash Green Middle School, Ash Road,

New Ash Green, Dartford, Kent - Group 7.

The following staff are required for this completely new
 purpose-built middle school (9-13 years) opening
 1st September 1981:
 Scale 2 post for P.E., Girls' Games, Dance and Drama.
 The school has excellent facilities including a Dance/Drama
 Studio. Probationary teachers welcome to apply. Scale 1
 available.
 Scale 1 post for Geography.
 Scale 1 post for H.E. & Needlework. Probationary
 teachers welcome to apply.
 For all posts candidates should state any other subjects
 they are willing to offer.
 Application forms on receipt of s.a.e. can be obtained
 from Miss K. M. Knowles, Headmistress Designate,
 New Ash Green Middle School, Main Road, Longfield,
 Kent, to whom they should be returned. Closing date
 for applications 2 weeks from the appearance of the
 advertisement.

BIRCHFIELD COUNTY PRIMARY, YEOVIL (425)

1st September 1981. INFANT OF JUNIOR TEACHER, scale 2.

Application form and details (S.A.E.) from the Head at the

School. Closing date: 22nd April, 1981

HOLY TRINITY OF VA PRIMARY, YEOVIL

For September 1981. Scale 1 posts (2).

Applications are invited from communicant members of the
 Church of England who are experienced class teachers to
 teach in the infant age range. Send detailed curriculum vitae
 with letters of application stating teaching strengths, areas of
 interest and names of two referees (one professional one C of E).
 The Rev. T. Stokes, Holy Trinity Vicarage, Hendford, Yeovil,
 Closing date: 22nd April, 1981.

KENT COUNTY COUNCIL

THE TIMES EDUCATIONAL SUPPLEMENT 10.4.81

Technical Studies

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA

BROOKLANDS MIDDLE

School, Leighton

Buzard, Beds.

Headmaster: Mr. P. Harris

Required for September 1981

In this Group 7 Middle School.

Teacher of Design, Design and

Technology, scale 1. We would

expect a multimedia approach,

pragmatically with metal, plastic

and wood.
 Further details and application
 form (s.a.e.) from Headmaster.
 (04566) 043-90

Scale 1 Posts

DORSET

ST LEONARDS MIDDLE SCHOOL

Blandford (9-13 years)

Required for September 1981

Head of Pastoral. The school

has a fully equipped music room

and a large orchestra. The

Head of Music is responsible for

the music department and for

the co-ordination of the school

choir. Further details and

application form (s.a.e.) from

the Headmaster. (04539) 034-90

Scale 1 Posts

NORTH YORKSHIRE COUNTY COUNCIL

MANOR C.E. SECONDARY MODERN SCHOOL

(Voluntary Aided) Group 8

Applications are invited from suitably qualified and

experienced teachers for appointment as:

HEAD

from 1st September 1981

Manor C.E. Secondary Modern School is a voluntary aided co-

educational school in modern buildings on the western side of

the City of York. At present there are about 450 pupils on roll

drawn from all parts of the City. Courses for GCE 'O' level and

CSE are well established and there are links courses with the

York College of Arts & Technology.
 The Authority has resolved that education in York be
 recognised on comprehensive lines and a Working Party has
 been established to consider possibilities for the future
 development of education within the City.
 This is a re-advertisement and previous applications will be
 re-considered.
 Further details and application forms (to be returned by
 1 May 1981) may be obtained on receipt of a stamped
 addressed envelope from the County Education Officer,
 Room 143, County Hall, Northallerton, DL7 5AE. (04566) 043-90

HAMPSHIRE

TESTWOOD SCHOOL

Testwood, Teston.

Headmaster: Mr. J. A. Smith

Required for September 1981

Head of Mathematics. The school

has a fully equipped music room

and a large orchestra. The

Head of Music is responsible for

the music department and for

the co-ordination of the school

choir. Further details and

application form (s.a.e.) from

the Headmaster. (04539) 034-90

HOUNSLOW

LONDON BOROUGH OF

EDUCATION COMMITTEE

11-16 Comprehensive School

Headmaster: Mr. J. A. Smith

Required for September 1981

Head of Mathematics. The school

has a fully equipped music room

and a large orchestra. The

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application form (s.a.e.) from

the Headmaster. (04539) 034-90

CUMBRIA

COUNTY COUNCIL

11-16 Comprehensive School

Headmaster: Mr. J. A. Smith

Required for September 1981

Head of Mathematics. The school

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application form (s.a.e.) from

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BARNESLEY

METROPOLITAN BOROUGH

EDUCATION COMMITTEE

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[illegible]

Education Officer, (Ref. T4, Springfield, Md.)
Kent ME14 2LJ, to whom completed forms should
be returned by 30th April 1981.

KENT  **KENT COUNTY COUNCIL**

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

